



Our curriculum is carefully sequenced to ensure cumulative knowledge and progression. Each unit builds on the last, with clear concepts that students must grasp to progress. We define end points to illustrate what mastery looks like by year-end.

Location of resources:	01 KS3 Food 2025 2026
Curriculum intent and rationale:	At Key Stage 3, our intent is to equip students with the essential knowledge, skills, and understanding to make informed decisions about food, nutrition, and health. We aim to foster a lifelong appreciation for healthy eating, sustainable food choices, and practical cooking skills. Through engaging and inclusive lessons, we aim to inspire students to become confident, competent, and responsible individuals who value the role of food in their lives and communities.
National Curriculum Links:	National Curriculum for KS3 Food Technology F1 - understand and apply the principles of nutrition and health F2 - cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet F3 - become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes] F4 - understand the source, seasonality and characteristics of a broad range of ingredients

What content needs to be covered? Key Knowledge and skills / misconceptions to address (with vocab in bold and spelling underlined)				
By the end of the year students will know:				
Year 7 (Module 1)	Year 7 (Module 2)	Year 8 (Module 1)	Year 9 (Module 1)	Year 9 (Module 2)
Module Title: Y7 Back To Basics During this module students will develop personal and food safety knowledge. They will also develop basic understanding of the nutrition – in particular the function of macro and micronutrients. They will use this knowledge to complete focus tasks which will demonstrate their understanding. NC Links: F1, F2 , F3 Students will learn key knowledge: To know what personal hygiene is To know what food safety is To be able to identify both handheld and electrical equipment appropriate for the task Understand the importance of eating food and the benefits to health and wellbeing To understand the function of different micronutrients To understand the function of different macronutrients To demonstrate an understanding of sauce making methods To identify key temperatures of gelatinisation To be able to identify how different foods are stored to reduce microorganism growth To be able to identify high risk foods and explain why they are high risk To know how to work in a safe environment when using equipment with a focus on knives and ovens To be able to understand how to be a reflective learner Students will learn key skills: To demonstrate personal hygiene regularly To demonstrate kitchen hygiene regularly	Module Title: Y7 Take Away V's Fakeaway During this module students will further develop their knowledge in nutrition. Students will analyse the health and nutritional benefits of eating a "Fakeaway" in comparison to a takeaway meal. . Students will also continue to embed personal hygiene and food safety by producing a range of sweet and savoury dishes. NC Links: F1, F2, F3 Students will learn key knowledge: To demonstrate an understanding of personal hygiene independently To demonstrate an understanding of food safety independently To demonstrate knowledge of equipment and be able to select equipment independently for the task To gain knowledge and understanding of different cooking methods The ability to explore a given design context The ability to analyse nutritional content from a food label To understand how analysing existing packaging can inform our own design ideas The ability to identify what is legal information on food packaging and why this information is important To identify different features of packaging that can make them appealing to a target market Students will learn key skills: To embed personal hygiene and food safety within a practical environment To develop a range of practical skills both simple and complex	Module Title: Healthy Lifestyles During this module students will build on their nutritional knowledge from Year 7 and understand the importance of how nutritional can affect the health and wellbeing of an individual. Students will also continue to embed personal hygiene and food safety by producing a range of sweet and savoury dishes. NC Links: F1, F2, F3, F4 Students will learn key knowledge: To know to prepare hygienically for a practical to reduce the risk of microorganisms To embed knowledge and understanding of food safety practices To explain the function of macro and micronutrients To understand the functional and chemical ingredients used within bread making To gain knowledge on how to eat healthily using up to date information and how this contributes to health and well being To be able to demonstrate an understanding of the functional properties of ingredients To be able to identify factors that affect food choice To explain the term seasonality To have an understanding of world cuisines and the characteristics of food within certain countries To be able to understand how to be a reflective learner Students will learn key skills: To show understanding of personal and food safety without prompts To demonstrate the ability to combine, coat and shape ingredients	Module Title: Lets Get Cooking During this module students on their experience with a kitchen. Students will produce a range of dishes both sweet and savoury demonstrating a range of basic and complex skills. This will also give students an insight to GCSE Food Preparation and Nutrition. NC Links: F1, F2, F3, F4 Students will learn key knowledge: To demonstrate an understanding of personal hygiene and food safety independently To demonstrate knowledge of equipment and be able to select equipment independently for the task To develop an understanding of recipes To have the knowledge to adapt recipes and methods to suit individual tastes and needs To be able to follow a recipe method independently To continue to develop knowledge and understanding of Food Science e.g. coagulation, gelatinisation etc To develop knowledge of different cooking methods To gain knowledge and understanding of the GCSE Food Preparation and Nutrition specification The ability to understand the meaning of a "reflective learner" and how this can improve outcomes The ability to understand how to reflect on own practice and act on feedback which is provided Students will learn key skills: To embed personal hygiene and food safety within a practical environment	Module Title: Food Around The World During this module students will develop an understanding of global cuisine and cultural food identity. They will demonstrate an awareness of key ingredients, cooking techniques etc that are used in different regions around the world. Students will also continue to embed personal hygiene and food safety by producing a range of sweet and savoury dishes from around the world. . NC Links: F1, F2, F3, F4 Students will learn key knowledge: To demonstrate an understanding of personal hygiene independently To demonstrate an understanding of food safety independently To demonstrate knowledge of equipment and be able to select equipment independently for the task To develop an understanding of European and International diets To develop an understanding of staple ingredients used around the world To develop knowledge of different cooking methods used around the world To have the knowledge to adapt recipes and methods to suit individual tastes and needs To be able to follow a recipe method independently Students will learn key skills: To embed personal and kitchen hygiene within a practical environment To develop a range of practical skills both simple and complex



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Be able to select handheld and electrically equipment correctly The ability to work with knives in a safe manner regularly The ability to demonstrate safe use of the cooker regularly The show how to prepare and cook different ingredients To be able to demonstrate different cooking methods e.g. simmering, boiling, baking To demonstrate how to test for readiness of high-risk foods Challenge: Deepen theoretical understanding Encourage critical thinking Integrate cross curriculum links Discuss Food Science Encouraging to think and problem solve independently Encourage creativity and high level of presentation both through theoretical and practical work. Stretch and challenge tasks throughout module Misconceptions: All fats are bad for you Carbohydrates cause weight gain You can tell food is cooked by it's colour You can use the same chopping board for everything if you wash it after If I follow the recipe it will always turn out right Food Technology is just about cooking Washing raw chicken removes bacteria	To demonstrate the ability to work with precision within a practical environment To demonstrate a range of cooking methods To be able to work independently and problem solve when the occasion arises To analyse an existing product effectively To demonstrate an array of packaging features using graphical skills Challenge: Deepen theoretical understanding Encourage critical thinking Integrate cross curriculum links Discuss Food Science Encouraging to think and problem solve independently Encourage creativity and high level of presentation both through theoretical and practical work. Stretch and challenge tasks throughout module Misconceptions: All takeaways are healthy Takeaways save time and effort Takeaways are cheaper and then cooking You can tell how healthy a takeaway is by taste or appearance Takeaways don't impact the environment	To demonstrate the ability to work with precision e.g. uniformed cuts, even distribution of ingredients, presentation skills To show knowledge and of working with electrical equipment in a safe manner To show how to prepare and cook different ingredients To be able to demonstrate different cooking methods e.g. simmering, booking, baking Challenge: Deepen theoretical understanding Encourage critical thinking Integrate cross curriculum links Discuss Food Science Encouraging to think and problem solve independently Encourage creativity and high level of presentation both through theoretical and practical work. Stretch and challenge tasks throughout module Differentiate by Outcome Misconceptions: Fruit juice is just as healthy as whole fruit Healthy food is boring or doesn't taste good Protein only comes from meat If it says, 'low fat' or 'sugar-free,' it's healthy Skipping meals helps you lose weight Energy drinks are good for sports Salt isn't a problem for children Carbohydrates make you gain weight Snacking is unhealthy Sugar gives you energy, so it's good before school or sports	To develop a range of practical skills both simple and complex e.g. creaming, lining a tin, knife skills, cooking methods, layering etc To demonstrate the ability to work with precision e.g. uniformed cuts, even distribution of ingredients, presentation skills To be able to improve on practice using feedback which is given To be able to develop culinary skills which will support health and wellbeing Challenge: Deepen theoretical understanding Encourage critical thinking Integrate cross curriculum links Discuss Food Science Encouraging to think and problem solve independently Encourage creativity and high level of presentation both through theoretical and practical work. Stretch and challenge tasks throughout module Differentiate by Outcome Misconceptions: GCSE Food Preparation and Nutrition is just about cooking There is no written work or exams when you complete a GCSE within Food Technology The subject does not have any cross-curriculum links GCSE Food Preparation and Nutrition is not an academic subject You can just make the dishes that you want GCSE Food Preparation and Nutrition is an easy option You must be a great cook Food Science is boring and hard GCSE Food Preparation and Nutrition is only for people who want to be chefs	To demonstrate the ability to work with precision e.g. uniformed cuts, even distribution of ingredients, presentation skills To demonstrate a range of cooking methods To be able to work independently and problem solve when the occasion arises Challenge: Deepen theoretical understanding Encourage critical thinking Integrate cross curriculum links Discuss Food Science Encouraging to think and problem solve independently Encourage creativity and high level of presentation both through theoretical and practical work. Stretch and challenge tasks throughout module Misconceptions: All Mexican food is spicy Italian food is just pizza and pasta All Indian food is curry American food is all fast food Paella is eaten all over Spain Middle Eastern food is just kebabs Healthy food only comes from Western countries French people eat croissants every day Spices always mean heat
Previous learning that is particularly relevant: Cooking and nutrition As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Pupils should be taught to: Key stage 1 - use the basic principles of a healthy and varied diet to prepare dishes - understand where food comes from Key stage 2 - understand and apply the principles of a healthy and varied diet				



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concepts that students must grasp to progress. We define end points to illustrate what mastery looks like by year end

- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

Future Learning - How content prepares students for future units or Key Stage 4?

Students at KS3 will develop their knowledge and understanding of both theory and practical skills to support the delivery of GCSE Food Preparation and Nutrition:

Food, Nutrition and Health

- To know what personal hygiene is (Y7 / Y8 / Y9)
- To know what food safety is (Y7 / Y8 / Y9)
- To understand the function of different micronutrients - including water- and fat-soluble vitamins (Y7 / Y8)
- To understand the function of different macronutrients (Y7)
- Understand the importance of eating food and the benefits to health and wellbeing (Y7)
- To use up to date information on how to eat healthy and how this contributes to health and wellbeing (Y8)

Food Science

- To demonstrate an understanding of sauce making methods (Y7)
- To identify key temperatures of gelatinisation (Y7)
- To understand the functional and chemical ingredients used within Bread making (Y8)
- To develop an understanding of recipes (Y9)
- To continue to develop knowledge and understanding of Food Science e.g. coagulation, gelatinisation etc (Y9)
- To develop knowledge of different cooking methods (Y9)

Food Safety

- To be able to identify how different foods are stored to reduce microorganism growth
- To be able to identify high risk foods and explain why they are high risk

Food Choice

- To be able to identify factors that affect food choice
- To have a understanding of world cuisines and the characteristics of food within certain countries (Y8)
- To have the knowledge to adapt recipes and methods to suit individual tastes and needs (Y9)

Food Provenance

- To understand the impact of food miles (Y8)

The practical dishes which are completed at KS3 support the 12 skills which should be built on in Year 10 and competently executed in Year 11.

Skill 1: General Practical Skills – all practical dishes support S1 as students are encouraged to weigh and measure ingredients accurately, demonstrate an awareness of checking that a product is cooked thoroughly through use of the senses.

Skill 2: Knife Skills – students at the end of Y7 are expected to competently use a knife safely. Students are expected to know and demonstrate the bridge and claw method.

Skill 3: Preparing Fruit and Vegetables – a selection of dishes at KS3 require students to prepare fruit and vegetables e.g. Potato Croquettes – peeling of potatoes (Y8) Ratatouille – deseeding peppers (Y7)

Skill 4: Use of the Cooker – majority of the dishes within our KS3 curriculum require the use of the oven – students are expected by the end of Y9 to competently use the oven and hob in safe manner

Skill 5: Use of Equipment – students are expected to be able to use an array of electrical equipment e.g. food processors (Y7 – Chicken Goujons) electric whisks (Y8 Cheesecake / Y9 Chilled Lemon Flan)

Skill 6: Cooking Methods – an array of cooking methods are demonstrated throughout the dishes at KS3 e.g. baking, simmering, boiling stir frying etc

Skill 7: Prepare, Combine and Shape – students complete several dishes at KS3 where Skill 7 is demonstrated e.g. Chicken Goujons (Y7) Potato Croquettes (Y8) Lasagna (Y9)

Skill 8: Sauce Making – students demonstrate how to make different types of sauces e.g. Starch Based Sauce - Vegetable Macaroni Cheese (Y7) – with a focus in Gelatinisation Ragu / Starch Based Sauce – Lasagna (Y9)

Skill 10: Dough – students demonstrate an array of dough making skills across KS3 e.g. Cheese Straws (Y7) Bread / Pizza Making (Y8) Quiche Shortcrust Pastry – Roasted Vegetable Flan (Y9)

Skill 11: Raising Agents – raising agents are seen within Y8 and Y9 e.g. Bread / Pizza (Y8) Scones (Y8) Decorative Fruit Cakes (Y9) Swiss Roll (Y9) Cinnamon Rolls (Y9)

Skill 12: Setting Mixtures – setting mixtures are seen within Y8 and Y9 e.g. Ultimate Cookies (Y8) Potato Croquettes (Y8) Roasted Vegetable Flan (Y9) Swiss Roll (Y9)

Outcomes:

By the end of the year pupils will be able to solve/create/produce/write:



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In **Year 7** Food Technology students are introduced to the foundational knowledge, skills, and attitudes needed for safe, healthy, and independent cooking. Therefore, we expect students at the end of Year 7 to be able to:

Practical Skills

- Use basic kitchen equipment safely and correctly (e.g. knives, graters, peelers, hobs, ovens)
- Demonstrate safe food handling and hygiene practices (e.g. handwashing, avoiding cross-contamination)
- Follow simple recipes independently
- Use the bridge and claw techniques for cutting
- Measure ingredients accurately using scales, measuring jugs, and spoons
- Apply basic cooking methods: boiling, baking, grilling, frying, and simmering

Knowledge & Understanding

- Understand the Eatwell Guide and the principles of a balanced diet.
- Identify the main food groups and their functions in the body e.g. carbohydrates for energy, protein for growth
- Recognise the importance of food hygiene and safety

In **Year 8** Food Technology students are expected to build on their foundational cooking and food safety skills while developing greater independence and understanding of nutrition, health, and practical life skills. Therefore, we expect students at the end of Year 8 to be able to:

Practical Skills

- Prepare a variety of dishes both sweet and savoury
- Recall and apply hygiene rules, including effective handwashing, cleaning routines, preventing cross-contamination, safe storage and handling of ingredients etc
- Use a range of cooking methods e.g. boiling, baking, frying, etc.
- Demonstrate safe use of knives
- Use kitchen equipment confidently and safely – both handheld and electrical

Knowledge and Understanding

- Understand the principles of a balanced diet and how to apply them when planning and preparing meals
- Know where food comes from, when it's in season, and how this affects meal planning.

In **Year 9** Food students are expected to have developed a solid foundation of practical, theoretical, and evaluative skills that prepare them for Key Stage 4 (GCSE) Therefore, we expect students at the end of Year 9 to be able to:

Practical Skills

- Confidently use a range of cooking techniques, including: knife skills (e.g., julienne, dicing), demonstrate a range of cooking techniques e.g. baking, boiling, frying, grilling, and roasting, demonstrate how to make a range of sauces e.g., roux, tomato-base, be able to shape, bind and manipulate ingredients e.g., burgers, dough
- Prepare dishes independently
- Have the ability to follow recipes and adapt them to suit individual needs
- Have the ability to control cooking temperatures and timings

Knowledge and Understanding

- Have a solid understanding of nutrition and health – which includes the function of different micro and macronutrients
- Have a solid understanding of food safety e.g. preventing cross contamination, how to handle raw food including meat, know how to store different food products
- Have an understanding of how and why ingredients react e.g. how egg coagulates, why sauce thickens with heat
- Have an awareness of multicultural cuisines and traditional dishes
- Be able to reflect and evaluate a chosen dish based on taste, texture, appearance and it's nutritional value

Assessment Strategy How we know our students are knowing and remembering more – Data from hunting not fishing, formative and summative assessment/s is used to adapt teaching and provide targeted challenge and intervention, supporting SEND and disadvantaged pupils.

Formative: DIN activities Knowledge Organisers Questioning Techniques within lessons Demonstrating consistent following of personal hygiene and food safety Demonstrating knowledge and understanding of following recipes with independence Practical skill observation Peer and Self-Assessment Design and planning tasks Plenary activities	Summative (& cumulative) Year 7 Within the module Year 7 students will be assessed on the following: Assessment 1 Design A Healthy Lunch Box - to demonstrate knowledge and understanding of the Eatwell Guide, Healthy Eating Guidelines and Nutrition – including Macro and Micronutrients Assessment 2 Knowledge Test – this is completed at the end of the module to demonstrate knowledge and understanding gained from the theoretical and practical lessons throughout the module. Students will use their Knowledge Organisers to support the revision.	Opportunities to revisit past learning: During the DIN and End of Module Topic Test learning is interleaved so that there are opportunities for revisiting topics. Also, skills within dishes are revisited throughout KS3 to ensure students can execute complex and basic skills to support students if they continue at GCSE level. Opportunities for homework (including apps): Weekly Knowledge Organiser tasks will be set for the students – this will support DIN activities within the lesson and will support embedding key knowledge of KS3. Students
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Overall attainment grade and overall effort grade will be given to the student which will take into consideration Assessment 1 and Assessment 2 and also a holistic view of their produced in the booklet.

Year 8
Within the module Year 8 students will be assessed on the following:
Assessment 1
Design for a Healthy Pizza – students should design a healthy pizza and use their knowledge of The Eatwell Guide, 8 Healthy Eating Goals and Nutrition (micro and macro nutrients)
Assessment 2
Knowledge Test – this is completed at the end of the module to demonstrate knowledge and understanding gained from the theoretical and practical lessons throughout the module. Students will use their Knowledge Organisers to support the revision.

Overall attainment grade and overall effort grade will be given to the student which will take into consideration Assessment 1 and Assessment 2 and also a holistic view of the work produced in the booklet.

Year 9
Within the module Year 9 students will be assessed on the following:
Assessment 1
Culinary Skills – students will complete a number of practical dishes which will demonstrate an array of practical skills both basic and complex. Students will be assessed of the quality of how these skills are executed to produce final dishes both sweet and savoury.
Assessment 2
Knowledge Test – this is completed at the end of the module to demonstrate knowledge and understanding gained from the theoretical and practical lessons throughout the module. Students will use their Knowledge Organisers to support the revision.

Overall attainment grade and overall effort grade will be given to the student which will take into consideration Assessment 1 and Assessment 2 and also a holistic view of their booklet.

How is the curriculum adapted to meet the needs of SEND and disadvantaged pupils, while maintaining high expectations?

- Within Key Stage 3 we endeavour to support SEND and PP students by:
- Repetition and retrieval practice from formative and summative assessments
 - Pupil Premium Vouchers are given to help support the cost of ingredients
 - PP and SEND students take priority seating within our classrooms
 - Scaffolding e.g. modelling, showing exemplar work
 - Teaching Materials – clear font, coloured backgrounds, step by step recipes displayed on the board
 - Teaching Assistants available to support students
 - Feedback in Action
 - Written Feedback for identified assessments
 - Dedicated time in lessons to address misconceptions
 - Variety of teaching styles used to support individual needs
 - Access to SEND information e.g. passports

Wider Curriculum and Enrichment – cultural capital and real world application -

Enriching experiences:	Literacy, Oracy and disciplinary language:	Cross Curriculum Activities:
Our curriculum supports the school value of:		Maths – weighing ingredients, ratio of ingredients, timing



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Joy	<i>Foster enthusiasm and engagement by inspiring a lifelong interest in food, nutrition, and cooking by delivering dynamic, hands-on lessons that are both educational and enjoyable for the student.</i>	Within the KS3 Food Technology Curriculum literacy, oracy, and disciplinary language play crucial roles in helping students access, understand, and communicate subject-specific knowledge effectively. Literacy in Food Preparation and Nutrition Literacy is demonstrated in lessons by: • Reading and interpreting recipes, nutritional information, food labels, and scientific explanations. • Writing clear and structured responses in assessments, including evaluations, justifications, and explanations of food science principles. • Using subject-specific vocabulary accurately (e.g., "coagulation," "emulsification," "macronutrients"). Oracy in Food Preparation and Nutrition Oracy is demonstrated in KS3 Food Technology curriculum by: • Verbal explanations of practical tasks • Group discussions on ethical issues (e.g., sustainability, food waste). • Presentations on food choices, dietary needs, or cultural influences. Disciplinary Language Oracy is demonstrated in KS3 Food Technology by: • Scientific terms • Nutritional Terminology : micronutriments, Energy Balance, macronutriments. • Technical cooking terms: julienne, boiling, blanching, danger zone micro-organisms.	Science – chemical reactions within food, language cross over English – development of technical language Geography – food culture, origin of foods RE – religious beliefs regarding food PE – how nutrition and physical activity level supports the health and wellbeing of the body Business Studies – Food Provenance e.g. Fair Trade, Organic Farming Health and Social Care – Dietary Requirements for certain health conditions / allergies e.g. Gluten Free, Coeliac Disease, Lactose Intolerance ICT – using nutritional analysis programs to analyse the nutritional content of a food products Our curriculum supports personal development by: Our KS3 curriculum within food encourages students to consume a variety of food which will promote the health and wellbeing of an individual. Exercise and the benefits of a healthy lifestyle are analysed and the risks this may have on health if the current health eating guidelines and recommended activity levels are not followed. Careers / Employability skills: How does the curriculum link to the following employability skills: Listening – • Following verbal instructions accurately (e.g. during practical cooking tasks) • Understanding teacher demonstrations Speaking – • Supporting literacy e.g. speaking key terminology • Demonstrating understanding e.g. class discussions, discussing key concepts • Supporting assessment and coursework e.g. delivery of health care presentations Problem solving – • Applying knowledge to scenarios Aiming high – • Master practical skills • Deepen food knowledge in the classroom and independently • Think creatively • Plan and reflect performance • Demonstrate independence in practical situations • Support others Critical thinking – • Evaluating recipes and Ingredients • Adapting for Dietary Needs • Analysing nutritional content • Making informed decisions – e.g. what equipment to use • Planning for a Target Group • Troubleshooting when making practical dishes Staying positive – • Be proud of making progress • Learn from mistakes that are make in theory and practical lessons • Ensure ingredients are organised for a practical lesson • Be creative with practical dishes Leadership – • Solve problems calmly • Communicate clearly with your teacher e.g. ask for help and advice • Set high standards for yourself • Reflect and improve on your learning
Progress	<i>We monitor and support progress through developing essential life skills in a supportive, inclusive environment where all students feel empowered to participate in both a theoretical and practical environment.</i>		
Success	<i>We celebrate success by the progress each individual student makes within Food Technology. We highlight successful individuals both through attainment and effort who foster a culture of excellence and inspiration for this subject.</i>		
Act with care, kindness, respect, and integrity	<i>We build meaningful connections with each other and encourage care, kindness and respect when working as an individual or as part of a team. We foster an inclusive environment where all food choices and backgrounds are valued.</i>		



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- Reflect and improve on practical dishes

Teamwork –

- Clean up as a team when completing practical dishes
- Solve problems together

Creativity –

- Develop recipes
- Presentation of dishes

Employment Sectors discussed include:

A wide range of job opportunities within the hospitality and the catering industry which are discussed include:

- Chef
- Kitchen Assistant
- Events Manager
- Dietary Technician
- Hotel Manager
- Restaurant Manager
- Pastry Chef
- Teacher

Curriculum impact is evaluated through pupil study, work scrutiny, and progress data. Findings inform regular curriculum review to ensure continuous improvement.

When was this curriculum last reviewed? Include date	What changes were made and why?	How is ongoing improvement ensured?
		QA monitoring – learning walks and books scrutinises
		Faculty Meetings
		CPD
		Moderation of Key Assessments as outlined above