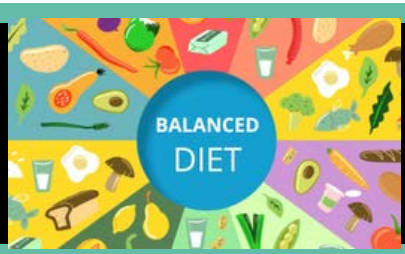
YEAR 7 DESIGN& TECHNOLOGY
(COOKING & NURITION)
MY LEARNING JOURNEY

Design: *Safe and Independent Cooking. Students will get to the know the kitchen, learn the essential rules for staying safe and learn how to keep food and the environment hygienic.We learn about hygiene and kitchen.*
Make: *Garlic bread and various different Bread dough*
Evaluate: *Cooking skills and nutritional value.*
We evaluate the health options
Technical Knowledge: *Demonstrate dough making and freezing food.*

Building fundamental cooking skillls, with a focus on healthy eating and kitchen safety and hygiene.

Students will follow recipes independently
Measure and prepare ingridients.
Use kitchen tools safely.



Design: *Eat well Guide and Healthy Tips. Students will learn why it is important to eat a variety of fruits and vegetables. What counts to their 5 a day and what appropriate portion sizes look like.*
Make: *Pasta Salad and bake, Salads, Quorn Stir fry and Banana Muffins.*
Evaluate: *The way raw meat is handled. Discuss cultural differences in cuisines Asian versus American.*
Technical Knowledge: *Different knife skills including complex skills such as the julienne.*

Students will learn to understand how to sequence steps and ensure safe and accurate preparation. Students will learn precision cutting and safe handling. As well applying heat and controlling cooking methods.

Design: *Students will explore why people follow specific diets for health, ethical, cultural or religious reasons. Students design alternatives following taste tests for healthier snacks.*
Make: *Cheese Scones, Fruit crumble, Vegetable Soups and Crepes.*
Evaluate: Students evaluate through a written assessment on the theory of the Eatwell guide and nutrients.
Technical Knowledge : *The Rubbing in method*

Students will become aware of nutrition and understand the source of fats, sugars and healthier alternatives. Linking food choices to long term health outcomes.
Students adapt recipes to incorporate fruit and vegetables to achieve a health and balanced diet.

YEAR 8 DESIGN& TECHNOLOGY
(COOKING & NURITION)
MY LEARNING JOURNEY

Design: *Students will understand the functions of macro and micro nutrients in the body. They will revisit the importance of safe food handling, preventing cross contamination and personal hygiene practices.*
Make: *Mini Pizzas, Calzone, Hash Browns and Rice.*
Evaluate: *Students will compare and evaluate homemade versus shop bought, linking to poor diets and cost considerations.*
Technical knowledge: *Layering of flavours, creating their own style.*

Students will learn the concept of energy input and output, they will understand a balanced diet to support growth activity and overall health.
Students will learn and apply the correct use of probes to ensure food readiness. They will evaluate nutritional knowledge.

Design: *Students will understand the role of microorganisms, learn about bacteria and the dangers they pose to health as well as recognising high risk foods.*
Make: *Thai Chicken Curry, Vegetable curry, meatball subs and Bean Burgers*
Evaluate: *Students evaluate cooking skills and nutritional content of the meals they make.*
Technical knowledge: *Using heat probes - for temperature awareness*

Students learn about proper storage methods and key temperatures to prevent contamination. Students reflect on their skills and identify improvements. They revisit and refine their practical cooking skills including chopping, slicing, complex knife work and cooking techniques.

Design: *Students explore reasons why people follow specific diets including health, ethical, cultural or religious reasons. Learning the restrictions and guidelines for Hindu, Muslim and Jewish dishes. Designing a nutritional meal for someone with dietary requirements.*
Make: *Yogurt Pots, Stuffed Peppers, Mac & cheese, Fruit scones.*
Evaluate: *he Low fat Versus Full Fat - Taste tests - developing sensory evaluation and observation.*
Technical knowledge: *Classic Roux based sauce. Measuring and stirring techniques*

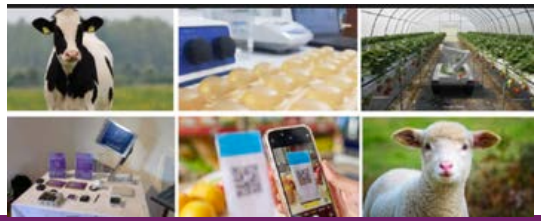
Students develop sensory evaluation skills - appearance, flavour, texture and aroma. Students create a well balanced, creamy dish to demonstrate their nutritional knowledge around fats and making healthier choices.

YEAR 9 DESIGN& TECHNOLOGY
(COOKING & NURITION)
MY LEARNING JOURNEY

Design: *Students will plan meals to meet dietary needs across life stages and consider allergens and food intolerance when creating dishes. They will apply knowledge from the Eat-well Guide to suggest adaptations to recipes for different diets or consumers (e.g., vegetarian, vegan, low-fat).*
Make: *Pasta, Ravioli, Ragu, Spaghetti Bolognese and Lasagne*
Evaluate: *Assess dishes for sensory properties, considering how recipe adaptations affect taste, texture, and suitability for different diets.*
Technical Knowledge: *Students will understand the effects of allergens and food intolerance's on recipe planning.*

Students will study dietary needs across different life stages and learn how nutritional requirements change at different stages of life. Student's will be sequencing steps, adapting recipes, and time planning.

Design: *Student's will plan meals considering food provenance, sustainability, and seasonal ingredients. They will design dishes with animal welfare, fair trade, and environmental impact in mind.*
Make: *Savoury pie, Sausage Rolls, Samosas, Chicken curry and de-boning chicken.*
Evaluate: *Students will assess how they can add additional skills and complex skills into dishes to up-skill their techniques.*
Technical Knowledge: *Understand how foods are grown, caught, and reared, and their impact on diet and sustainability and sustainable choices on health and the environment.*



Students will learn how foods are grown, caught, and reared. They will critically assess their cooking, considering taste, texture, appearance, and nutritional balance. They will understand food systems and the importance of seasonal foods.
As well as discover practical ways to reduce food waste and make more sustainable choices

Design: *Students will plan dishes that support a sustainable diet. Then plan how base recipes (like sauces) can be used in batch cooking and multiple dishes.*
Make: *Stuffed peppers, coated chicken goujons, Spicy Burgers, Fish cakes and sources from scratch.*
Evaluate: *Consider how dishes meet sustainability goals.*
Technical Knowledge: *What a sustainable diet is and why it matters. Principles of batch cooking, food storage, time, and energy efficiency.*

Students will learn what a sustainable diet is and why it matters.
Investigating plant-based food choices and their benefits for health and the environment. Then understand how to choose sustainable fish options. Exploring how food choices can reduce environmental impact.

YEAR 10 HOSPITALITY AND CATERING
MY LEARNING JOURNEY

Autumn 1 – Introduction to the Industry & Kitchen Foundations: Students are introduced to the hospitality and catering industry, exploring different types of establishments (hotels, restaurants, contract catering) and job roles within them. They learn about kitchen layout, brigade system, and working conditions, alongside core health and safety rules. Practical work focuses on kitchen routines, basic knife skills, and safe use of equipment, building confidence and professional behaviour in the food room.

Autumn 2 – Food Safety & Hygiene: Learners develop detailed knowledge of food safety, including microorganisms, food spoilage, and food poisoning. They study the 4 Cs (Cleaning, Cooking, Chilling, Cross-contamination) and safe temperature control. Practical dishes reinforce hygienic practice, correct storage, probe use, and safe handling of raw and cooked foods, embedding industry-standard food safety expectations.

Spring 1 – Nutrition Basics & The Eatwell Guide
Students explore macro and micronutrients, their functions (energy, growth, repair, immunity), and food sources. They study the Eatwell Guide, energy balance, and portion control. Practicals focus on balanced savoury dishes, linking ingredients to nutritional value while developing hob skills, vegetable prep, and healthy cooking methods.

Spring 2 – Cooking Methods & Healthy Eating
Learners examine how different cooking methods (boiling, grilling, baking, frying) affect nutritional value and sensory qualities. They also explore unhealthy fats, sugars, and healthier alternatives. Practical work develops sauce-making (roux), dough, and pastry skills, with evaluation of flavour, texture, and appearance.

Summer 1 – Special Diets & User Needs
Students learn about life stages, allergies, intolerance's, vegetarian, vegan, religious and cultural diets. They begin planning dishes to meet specific user needs, a key link to Unit 2. Practicals include meat alternatives, dairy alternatives, and adapting recipes, encouraging independence and thoughtful ingredient choice.

Summer 2 – Environmental Issues & Exam Knowledge Consolidation
Learners explore sustainability, food miles, seasonal foods, waste reduction, and ethical sourcing. They revise all Unit 1 content including legislation, safety, nutrition, and industry structure. Practical sessions focus on independent cooking and time planning, preparing students for Year 11 coursework and the Unit 1 exam.

YEAR 11 HOSPITALITY AND CATERING
MY LEARNING JOURNEY

Autumn 1 – Unit 2 Introduction & Nutritional Needs
Students begin Unit 2 NEA preparation, revisiting nutritional needs of different groups in more depth. They analyse how dishes meet dietary requirements and practise advanced knife skills, sauce techniques, and presentation. Planning skills such as time plans and workflow are introduced.

Autumn 2 – High-Level Technical Skills Development
Learners refine complex skills needed for the NEA:
Pastry and enriched dough
Emulsions (mayonnaise)
Roux-based sauces
Meat, fish, and plant protein preparation
Focus is on accuracy, consistency, and professional presentation.

Spring 1 – NEA Task 1: Research & Menu Planning
Students complete Task 1 coursework, researching a target group and planning two suitable dishes. They justify ingredients, cooking methods, portion sizes, and nutritional value, applying theory from Unit 1 to real catering scenarios.

Spring 2 – NEA Task 2 Preparation (Practical Rehearsals)
Learners practise their chosen dishes under timed conditions. Emphasis is on time management, multitasking, food safety, and finishing skills. Students evaluate and refine dishes based on sensory qualities and nutritional balance.

Summer 1 – NEA Task 2 Practical Assessment
Students complete their final practical exam, demonstrating independence, advanced skills, safe working, and professional presentation. This showcases their ability to meet specific user needs through high-quality dishes.

Summer 2 – Evaluation & Unit 1 Exam Preparation
Learners complete written evaluations of their NEA dishes, analysing nutrition, sensory outcomes, and improvements. The remainder of the term focuses on intensive revision of Unit 1, covering industry knowledge, food safety, legislation, nutrition, and environmental issues in preparation for the external exam.