

Subject overview: KS3-Cooking and Nutrition

Subject Rationale (Intent) linked to [whole school curriculum mission](#)

Design and technology prepares students to participate in tomorrow's rapidly changing technologies. They will learn to be curious thinkers and intervene creatively to improve quality of life. The subject calls for students to become autonomous and creative problem solvers, as individuals and members of teams.

Additional details

We believe secondary Design and Technology builds on the skills and knowledge pupils have already learnt at primary school. It leverages increasingly sophisticated resources, including dedicated teaching environments, manufacturing equipment and specialist teaching. As students' progress through this phase, they may be given the opportunity to focus on specific aspects of the subject such as art, product design, food technology and engineering, with its core always encompassed around creativity and imagination. Over the year, students will build their confidence in using such machines and techniques to take forward into their own independent learning.

The key aim is to help students learn to design and make products that solve genuine, relevant problems within different contexts whilst considering their own and others' needs, wants and values, and enabling students in making links through transferable skills in other subjects. To do this effectively, they will acquire a broad range of subject knowledge and draw on additional disciplines such as mathematics, science, engineering, computing and art.

YEAR 7

TERM	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this? How does it link to prior learning? Any notable links to St Edmund's curriculum mission)	Main method of assessment?
UNIT 1	<p>Students will:</p> <ul style="list-style-type: none"> ● Introduction to food room health & safety practises ● Developing & understanding the importance of weighing and measuring accurately ● Food hygiene & safety ● Be able to combine ingredients together ● Know how to use sharp knives & the claw and bridge holds correctly ● Know how to use a range of equipment correctly ● Be able to test when foods are cooked ● Portion control ● Food miles & seasonality ● Know how to use different parts of the cooker safely ● Develop knowledge on the Eatwell guide ● Design a grilled snack product using an assessment criteria ● Products made: fruit salad, pasta salad, carrot cakes, grilled snack. ● 	<p>At KS2 students may have had little exposure to food and nutrition skills. Some students may have some basic knowledge and understanding of the subject, but this will be mostly influenced by how cooking is carried out at home; and culturally this doesn't always fit in with key health and safety practices. The curriculum has been designed to bridge the gap, whilst building on students basic knowledge and information, and to develop their skills in core safety, practical skills and food knowledge.</p> <p>The curriculum is split into 2 rotations. If due to timetabling only 1 rotation can be completed, development of important key skills takes place along with being able to produce a range of products using a core range of equipment; which includes all aspects of the cooker - along with key health and safety & hygiene practices.</p> <p>Rotation 2 (if required) allows students to develop on these keys skills and knowledge learnt in rotation 1 and apply these to even more challenging products; which in turn develop their key skills even further whilst using high risk foods & component products (ready made) too.</p> <p>Links to other subjects include: product design, maths, English, geography & history.</p>	<p>Students will be assessed through both written and practical tasks - the success of practical outcomes. Application of knowledge learnt will be underpinned by written tasks; including a close the gap task to enable students to reflect on their learning.</p>
UNIT 2	<p>Students will:</p> <ul style="list-style-type: none"> ● Develop their knowledge of food room health & safety practises ● Developing & understanding the importance of weighing and measuring accurately ● Be able to combine ingredients together ● Know how to use the claw and bridge holds correctly 		<p>Students will be assessed through both written and practical tasks - the success of practical outcomes. Application of knowledge learnt will be underpinned</p>

	<ul style="list-style-type: none"> • Know how to use a range of equipment correctly • know how to use component products • Be able to test when foods are cooked • Develop greater in depth knowledge on the Eatwell guide • Understanding product labels & the traffic light system • Develop knowledge on vegetarian & Vegan • Fruit & vegetables - seasonality and different types • Saturated & unsaturated fats and the risks of obesity • Origins of products - pizza / Italy • Products made: oat biscuits, spaghetti bolognese/chilli con carne, pizza twists & Dorset apple cake 		<p>by written tasks; including a close the gap task to enable students to reflect on their learning.</p>
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YEAR 8			
TERM	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this? How does it link to prior learning? Any notable links to St Edmund's curriculum mission)	Main method of assessment?
UNIT 1	<p>Students will:</p> <ul style="list-style-type: none"> • Review food room health & safety practises • Developing & understanding the importance of weighing and measuring accurately • Progress food hygiene & safety • Be able to combine a wide range of ingredients together • Know how to use sharp knives & the claw and bridge holds correctly • Know how to use a range of equipment 	<p>Building on key skills learnt in Yr 7, students will be challenged with higher skilled products which use a wider range of ingredients; including high risk foods. Many of these skills link to skills required at GCSE, whilst enabling students to understand how easy & low cost some products are to make.</p> <p>Students will be introduced to product development, recipe writing and nutritional analysis.</p> <p>The curriculum is split into 2 rotations. If due to timetabling only 1 rotation can be completed, development of important key skills takes place along with being able to produce a range of products</p>	<p>Students will be assessed through both written and practical tasks - the success of practical outcomes.</p> <p>Application of knowledge learnt will be underpinned by written tasks; including a close the gap task on</p>

	<p>correctly including the microwave, food processor, electric whisk</p> <ul style="list-style-type: none"> ● Know how to use a range of methods in order to make a range of products; rubbing in method, bread making, kneading, creaming/all-in-one methods ● Be able to test when foods are cooked ● Portion control ● Be able to shape dough to create an attractive finish ● Develop a knowledge of dietary fibre and the importance in our diet, and dietary needs ● Product development of pizza & muffins, being able to adjust the key elements of a product using an assessment criteria ● Demonstrate how to use different parts of the cooker safely ● Different types of flours & their uses ● Function of cake making ingredients & different cake making methods ● Research into Fairtrade ● Know how to grease and line a tin ● Products made: cheese loaf plait, bread dough & tomato sauce - pizza, Victoria sponge, fairtrade muffins 	<p>developing the range of equipment; which develops on aspects learnt in Yr 7 - along with revisiting key health and safety & hygiene practices.</p> <p>Links to other subjects include: product design, maths, English, geography & history.</p>	<p>pizza work to enable students to reflect on their learning.</p>
<p>UNIT 2</p>	<p>Students will:</p> <ul style="list-style-type: none"> ● Review food room health & safety practises ● Developing & understanding the importance of weighing and measuring accurately ● Progress food hygiene & safety ● Be able to combine a wide range of ingredients together ● Know how to use sharp knives & the claw and bridge holds correctly ● Know how to use a range of equipment 		<p>Students will be assessed through both written and practical tasks - the success of practical outcomes. Application of knowledge learnt will be underpinned by written tasks;</p>

	<p>correctly</p> <ul style="list-style-type: none"> ● Know how to use a range of methods in order to make a range of products; rubbing in, pastry making, blended sauce, setting through chilling, ● Be able to test when foods are cooked ● Portion control ● Demonstrate how to use different parts of the cooker safely ● Be able to understand what a fusion food is ● Identify the main sources of protein. ● Know what a stir fry is and how it is cooked ● Research different countries ● Understand using cornflour as a thickener and how to make a blended sauce ● Develop knowledge on how to write their own method for a recipe ● Nutritional analysis - using an online computer programme ● Comparison of Existing products, to enable students to link to Yr 7 nutritional labels task ● Evaluating products ● Research into fusion foods and street food ● Know how to grease and line a tin ● Products made: stir fry, savoury tartlets, lemon cheesecake & chocolate slice. 		<p>including a close the gap task on stir fry to enable students to reflect on their learning.</p>
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YEAR 9			
TERM	Topic sequence (What are you teaching?)	Building on key skills learnt in Yr 7 & Yr 8, students will be challenged with higher skilled products which use a wider range of ingredients; including high risk foods. Many of these products & skills link to skills required at GCSE, whilst enabling students to understand how easy & low cost some products are to make.	Main method of assessment?
UNIT 1	Students will:		

	<ul style="list-style-type: none"> ● To develop an awareness of personal hygiene and safety rules for a working kitchen. ● Be able to demonstrate awareness of storage temperatures. ● Understand the importance of portion control in deciding cooking times. ● Know what cross contamination and the 4 Cs mean. ● Different Cooking Methods & cooking different foods ● High risk foods & temperature control ● Cornflour as a thickener ● To be able to demonstrate the skills involved to make a roux sauce ● Understand the process of gelatinisation & heat transfer ● Developing knowledge and understanding on a wide range of commodities, which includes meat, fish, dairy, staple foods, fish, eggs ● Continued developing & understanding of the importance of weighing and measuring accurately ● Food hygiene & safety ● Be able to combine a wide range of ingredients together ● Know how to use larger sharp knives & the claw and bridge holds correctly ● Know how to use a range of equipment correctly including the food processor, electric whisk, microwave ● Be able to test when foods are cooked ● Portion control ● Meatballs & tomato sauce (tomato sauce is identical to the sauce made in Yr8 for pizza - so metacognition can be utilised), sweet & sour sauce - cornflour 	<p>The dishes have also been selected to enable students to have a wide range of dishes with key skills which will set them up for life.</p> <p>Students will be introduced to skills which are classified as being high skilled at GCSE level. This whole unit of work is to enable those, who do select food at GCSE to be highly skilled - to enable them to start in Yr 10 with much more complex dishes - both in skill & outcome.</p> <p>Students are also introduced to GCSE Food questions. This is not only to enable students to use their metacognition and application of knowledge, but also to begin to expose them to this aspect also, along with stretch and challenge students too.</p> <p>The curriculum is currently 1 rotation of 20 weeks, but could be split into smaller rotations if necessary due to timetabling.</p> <p>Links to other subjects include: product design, maths, English, geography & history.</p>	<p>including GCSE exam questions, and practical tasks - the success of practical outcomes. Application of knowledge learnt will be underpinned by written tasks; including a close the gap task to enable students to reflect on their learning.</p>
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	<p>sauce (metacognition to Yr 8 stir fry), mac & cheese, KFC style burger - butterfly chicken breast, oreo cheesecake, donner kebab & cous cous, lemon meringue pie & Swiss roll.</p> <ul style="list-style-type: none">• All practical lessons have an expected and a challenge aspect - this is to allow for students to stretch and challenge themselves when it comes to practical lessons		
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