

Food and Cookery Curriculum Intent

Year 11



The KS4 Food and Cookery curriculum builds directly upon the practical skills, nutritional understanding and growing independence developed throughout KS3. Students progress from confident home cooks towards applying their knowledge within increasingly professional and vocational food contexts, developing the technical knowledge, practical competence and decision-making required for success in the qualification and beyond.

In Year 10, students develop a deeper understanding of food safety and hygiene, progressing from KS3 risk assessment into food legislation, HACCP, COSHH, contamination and food-poisoning prevention. Their previous understanding of balanced diets and the Eatwell Guide is extended through more detailed study of nutrition, nutrient functions and sources, dietary requirements and healthy eating. Students continue to refine their practical skills while developing greater precision, independence, time management and dovetailing.

The curriculum then broadens to explore food provenance, seasonality, sustainability and the environmental impact of food production, encouraging students to make informed and responsible food choices. Students apply knowledge accumulated across KS3 and Year 10 through recipe development and adaptation, considering customer and dietary requirements before progressing to menu planning, action planning, costing and budgeting.

In Year 11, these strands are brought together through the NEA, where students independently research, plan, prepare, cook and evaluate in response to a vocational brief. Alongside this, students consolidate and apply their theoretical knowledge in preparation for the external examination, developing their ability to analyse information, apply knowledge to unfamiliar contexts and justify decisions using accurate food and cookery terminology.

Across KS4, students therefore progress from secure KS3 foundations towards independent application, analysis and justified decision-making. The curriculum prepares students for successful assessment while also developing valuable life and employability skills, including safe and confident cooking, nutritional awareness, organisation, budgeting, problem solving and an understanding of the diverse opportunities available within the food, hospitality and catering industries.

Term 1

Topic



Preparation for Assessment: Menu Planning and Nutrition Application



Big Picture

What are the main ideas and big questions in this topic?

Term 1 marks the transition from learning the content of the qualification to independently applying it. Students consolidate the knowledge and practical skills developed throughout Year 10, with a particular focus on menu planning, action planning and nutritional analysis in preparation for the Non-Exam Assessment (NEA). Students consider how dishes and menus can be designed for specific target groups, taking account of nutritional requirements, dietary needs and customer preferences. At the same time, they refine their practical techniques so that they enter the NEA able to work with greater accuracy, efficiency and independence.

This term is deliberately synoptic. Rather than teaching menu planning, nutrition, practical skills and food safety as separate topics, students bring them together to answer the more demanding question: How can I use everything I have learned to make informed, justified decisions for a particular customer?



Zoom In

What knowledge, skills and key vocabulary will we learn step by step?

Students revisit the core principles of menu planning, action planning and nutritional analysis, but at a higher level than in Year 10. The emphasis is increasingly on application to different consumers and realistic food contexts.

Across the term, students explore questions including:

- What makes a menu appropriate for a particular target group?
- How do nutritional requirements vary between different people?
- How might the needs of children, older adults, athletes or people with particular dietary requirements affect food choices?
- How can we analyse the nutritional balance of a dish or menu?
- How can dishes be adapted to better meet a customer's needs?
- How do customer preferences influence menu planning?
- How can cost and seasonality influence food choices?
- How do we justify ingredient and dish selection using nutritional evidence?
- What makes an effective action plan?
- How can dovetailing make practical work more efficient?
- How can we refine our practical skills before beginning the NEA?
- How do we evaluate whether a menu genuinely meets the needs of its intended customer?

Students revisit nutrient functions and sources, dietary requirements and the Eatwell Guide, applying this knowledge to different target groups rather than studying it in isolation. Menu planning becomes increasingly analytical. Students consider nutritional balance, customer requirements, dietary needs, practical complexity and suitability, and begin balancing these factors when selecting dishes. They also revisit action planning and dovetailing, ensuring that increasingly complex practical work can be organised within realistic time constraints. Practical work is used to refine culinary techniques already developed across the course. The source curriculum specifically expects students to improve their confidence, accuracy and independence in preparation for the NEA.

Substantive knowledge develops through consolidation of menu planning, nutritional requirements, dietary needs, customer groups, nutritional analysis, action planning and practical organisation. Applied and disciplinary knowledge develops as students analyse customer needs, select appropriate dishes, justify decisions, evaluate nutritional balance and apply their knowledge within realistic food scenarios.

Key vocabulary includes target group, nutritional requirement, dietary need, customer preference, menu planning, nutritional analysis, suitability, action plan, dovetailing, justification, adaptation, evaluation and independence.

 Pre-Requisite Knowledge <i>What have we already learned that will help us with this topic?</i>	 Pitch Up <i>How will we challenge ourselves?</i>
Term 1 draws together the entire curriculum journey from KS3 through Year 10. At KS3, students progressed from understanding balanced diets and following recipes to using the Eatwell Guide, adapting recipes and eventually planning food for specific requirements. By Year 9, students were expected to plan, adapt, justify and evaluate increasingly independently. Year 10 then significantly deepened this knowledge. Students studied food legislation, HACCP, COSHH and contamination prevention; developed detailed nutritional knowledge including nutrient functions and sources; refined practical cooking and organisational skills; explored provenance and sustainability; and developed their understanding of recipe adaptation, menu planning, budgeting and costing.	Students are challenged to design dishes that meet multiple requirements simultaneously, rather than responding to one straightforward need. They critically analyse food choices, justify ingredient selection and evaluate how menus could be adapted for different target groups. The curriculum specifically identifies this more sophisticated menu-planning and evaluative thinking as the higher level of challenge for Term 1. More confident students balance factors such as: • nutritional requirements; • dietary needs; • customer preferences; • cost; • seasonality; • practical complexity; • time available; • presentation. Practical challenge comes through demonstrating precision, efficiency and independence. Students should increasingly diagnose and solve practical problems themselves rather than immediately relying upon teacher intervention.
 Wider Framework <i>How does this learning connect to future topics and bigger goals?</i>	 Curriculum Hinterland <i>What wider knowledge will deepen our understanding of this topic?</i>
Term 1 is the final preparation stage before students begin the NEA in Term 2. The NEA requires students to respond to a vocational brief, undertake research and planning, select suitable dishes, prepare and present food and evaluate how successfully the outcome meets the intended customer's needs.	Students explore how professional chefs and nutritionists design menus for particular groups, including athletes, children, older adults and people with specific dietary requirements.

Term 1 therefore deliberately rehearses the underlying thinking students will need: analyse the customer → identify requirements → consider possible dishes → apply nutritional knowledge → justify choices → create an action plan → cook accurately → evaluate suitability.

Throughout Year 11, students will also continue preparing for the external examination, where they must apply knowledge to unfamiliar scenarios, analyse information, justify decisions and evaluate outcomes.

The ultimate progression is therefore from supported application to independent synoptic application.

They consider real-world restaurant and catering menus and recognise that professional menu planning requires decisions about more than taste. Businesses may need to balance: nutrition + customer expectations + cost + seasonality + practicality + commercial viability.

This helps students understand why the NEA uses a vocational brief. The assessment reflects the type of decision-making used within real food and hospitality settings rather than simply asking students to demonstrate isolated cooking techniques.



Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

Students develop greater confidence in their own decision-making as they move towards independent assessment. They recognise the progress made from following highly structured practical tasks at KS3 to independently applying a substantial body of food knowledge. Students recognise that different people have different nutritional, dietary, cultural and personal food requirements. The wider Year 11 curriculum explicitly explores how food choices can be influenced by beliefs, religious practices, cultural traditions, ethical values and medical needs. This encourages students to plan food respectfully and appropriately for consumers whose needs may differ from their own.

There are strong links with Biology through nutrition and differing bodily requirements; Mathematics through quantities, nutritional analysis, costing and timing; and Business through customers, menu development and commercial decision-making.

Careers Framework Skills: Planning, Problem Solving and Leadership

Students develop Planning through menu and action planning and organising increasingly complex practical work. Problem Solving develops as they balance competing customer, nutritional and practical requirements. Leadership develops as students take greater ownership of their preparation, decisions and practical performance ahead of the NEA.

Careers: Dietitian, Menu Developer and Event Caterer

A Dietitian applies specialist nutritional knowledge when supporting people with particular dietary and health requirements. A Menu Developer designs and adapts menus for particular customers and commercial settings, while an Event Caterer must balance customer requirements, quantities, timing, presentation and practical delivery.



Students develop highly transferable skills in meal planning, nutritional decision-making, budgeting, organisation and independent cooking. They become better equipped to plan appropriate food for themselves and others rather than simply selecting meals based on preference. Students strengthen independent decision-making, organisation, time management, analysis, evaluation, resilience and the ability to justify decisions using evidence.

	Resources <i>What books, websites, videos and materials will support our learning?</i>		Assessment <i>How will we show what we know, remember and can apply?</i>
	• NCFE Level 1/2 Technical Award in Food and Cookery by Helen Buckland, the recommended course textbook. • Department menu-planning and action-planning resources. • Nutritional-analysis activities and customer profiles. • Year 10 knowledge organisers and retrieval materials. • Practical skills demonstrations and assessment exemplars. • Examination-style questions and vocational scenarios. • Food – A Fact of Life, NHS Eatwell Guide, Good Food and BBC Bitesize resources identified within the existing curriculum.		Students are assessed through written tasks, retrieval practice, knowledge quizzes and examination-style questions focused on menu planning, nutritional requirements, dietary needs and customer groups. Substantive Knowledge: Students demonstrate secure understanding of menu-planning principles, nutritional requirements, dietary needs, customer groups, nutritional analysis and the terminology required to discuss nutrition and menu design accurately. Disciplinary Knowledge: Students demonstrate their ability to plan menus and select dishes for specific customers, analyse nutritional balance, justify their choices and make appropriate decisions when designing food for different target groups.

Term 2

Topic



Non-Exam Assessment (NEA) Launch



Big Picture

What are the main ideas and big questions in this topic?

Term 2 marks the beginning of the Non-Exam Assessment (NEA) and is the point at which students bring together the knowledge, practical skills and decision-making developed throughout KS3, Year 10 and Year 11 Term 1.

Students respond to a vocational brief set by the awarding organisation, undertaking research and planning to inform the development of a suitable dish or menu. They then apply their knowledge and practical skills to prepare, cook and present food that responds effectively to the requirements of the brief.

The emphasis now shifts firmly towards independence. Students need to interpret requirements, consider possible solutions and make informed choices rather than being directed towards a particular outcome. The central question becomes: How can I respond independently and effectively to a vocational food and cookery brief?



Zoom In

What knowledge, skills and key vocabulary will we learn step by step?

Students begin by carefully examining the NEA vocational brief, identifying what is required and what evidence they will need to produce.

Across the term, students consider questions including:

- What is the vocational brief asking me to do?
- Who is the intended customer or target group?
- What are their nutritional, dietary and practical requirements?
- What research will help me make appropriate decisions?
- How can I distinguish useful research from information that does not help me answer the brief?
- What dishes or menu options could meet the requirements?
- How can I compare possible solutions before selecting one?
- How can nutritional knowledge inform my choices?
- How do food safety and hygiene influence my planning?
- Which practical techniques will allow me to demonstrate my skills effectively?
- How can I organise my practical work using an effective action plan?
- How can I justify my final choices rather than simply describe them?
- How will I know whether my finished outcome has successfully met the brief?

Students undertake research and planning activities which inform the development of their chosen solution. The curriculum expects them to interpret the brief, investigate possibilities and apply their existing knowledge rather than simply reproduce a previously taught recipe. They consider a range of possible dishes before selecting the most appropriate solution. More sophisticated decisions draw upon several areas of prior learning: customer needs + nutrition + practical skill + food safety + organisation + cost + suitability.

Students also revisit the practical requirements needed for successful execution. This includes appropriate equipment selection, safe working, accurate techniques, sequencing, time management and dovetailing. As practical development begins, students consider presentation, nutritional content and technical success, alongside how effectively their choices respond to the intended customer.

Substantive knowledge is consolidated through understanding of the NEA brief, food safety, nutrition, recipe structure, customer requirements, practical techniques and evaluation. Applied and disciplinary knowledge develops as students interpret the brief, conduct relevant research, compare possible solutions, select appropriate dishes, create plans and justify decisions.

Key vocabulary includes vocational brief, target customer, research, specification, requirement, solution, justification, nutritional analysis, action plan, dovetailing, practical skill, technical success, suitability and evaluation.

 Pre-Requisite Knowledge <i>What have we already learned that will help us with this topic?</i>	 Pitch Up <i>How will we challenge ourselves?</i>
The NEA is deliberately synoptic, requiring students to draw upon knowledge developed across the course. From KS3, students bring secure foundations in safe food preparation, practical techniques, nutrition, recipe following and adaptation. Throughout Year 10, this developed considerably. Students studied food legislation, HACCP and COSHH; nutrition and dietary requirements; increasingly sophisticated practical techniques; sustainability and provenance; recipe development; customer requirements; and menu, action and budget planning. By the end of Year 10 they had experience of planning, preparing, cooking and evaluating dishes alongside organisational techniques such as time management and dovetailing. In Year 11 Term 1, students rehearsed bringing these strands together through menu planning and nutritional application for different target groups.	Students are challenged to interpret the vocational brief independently and undertake detailed research that genuinely informs their decisions. Rather than choosing the first suitable idea, students consider and evaluate a range of possible solutions before selecting the most appropriate approach. They justify their decisions using nutritional, practical and commercial considerations. Higher-level responses demonstrate that students can balance competing factors. A dish may be nutritionally appropriate, for example, but too simple to demonstrate the required practical skills, too expensive, unsuitable for the customer or unrealistic within the available time. Students are therefore encouraged to ask: Why is this the strongest solution to the brief, and what evidence supports my decision? Practical challenge also increases. Students should demonstrate creativity, precision, independence and increasingly sophisticated practical skills, while still maintaining food safety and effective organisation.
 Wider Framework <i>How does this learning connect to future topics and bigger goals?</i>	 Curriculum Hinterland <i>What wider knowledge will deepen our understanding of this topic?</i>
Term 2 begins a process that continues through Terms 3 and 4, when students complete the practical and written elements of the NEA. Students will need to gather evidence, reflect on their practical performance and justify decisions made throughout the project. The work undertaken now is therefore fundamental. Weak research or planning can make later practical and evaluative stages much more difficult, whereas purposeful research and well-justified decisions provide a clear foundation for the remainder of the assessment.	The NEA process mirrors elements of real-world food product and menu development. Food businesses do not normally develop products by simply deciding what they would personally like to make. They respond to customers, briefs, dietary trends and market demands, develop possible solutions and test whether those ideas are appropriate. Students explore how professional chefs, food technologists and catering organisations use product testing and menu innovation to design food for particular audiences and events.

Students are also continuing to prepare for the external examination. The same ability to interpret information, select relevant knowledge and justify a decision is required when responding to unfamiliar examination scenarios.	This gives the NEA an authentic vocational purpose: receive a brief → research the market/customer → generate possibilities → select and justify → plan → produce → evaluate.
 Authentic connections <i>How does this topic connect to real life, careers, other subjects and important values?</i>	
Students develop confidence and independence by taking ownership of a substantial piece of work. They make creative decisions and begin to develop a food outcome that reflects their own interpretation of the brief. Students consider the needs of people other than themselves when responding to a customer brief. Nutritional requirements, cultural food traditions, beliefs, ethical values and dietary needs may all influence appropriate food choices. The wider Year 11 curriculum encourages students to recognise how food connects to health, culture, religion, ethics and personal choice. There are strong connections with English through research, analysis, justification and evaluation; Mathematics through quantities, costing, timing and nutritional information; Science through nutrition, food safety and cooking processes; and Business through vocational briefs, customer needs and product development.	
Careers Framework Skills: Planning, Creativity and Adapting Students develop Planning as they organise research, recipes, practical processes and action plans. Creativity develops through generating possible food solutions and presenting dishes appropriately. Adapting becomes important as students respond to the brief, refine ideas and solve problems encountered during development.	
Careers: Product Development Chef, Food Technologist and Head Chef A Product Development Chef creates and trials new dishes in response to customer or business requirements. A Food Technologist combines scientific and practical food knowledge to develop and evaluate food products, while a Head Chef designs dishes and menus while considering customers, ingredients, practical delivery and commercial requirements.	
Students develop the ability to manage a substantial project from initial idea through to practical outcome. Researching, planning, organising time, making decisions and responding when something does not go according to plan are valuable skills far beyond food education. Students strengthen research, independent learning, creativity, planning, decision-making, organisation, problem solving, time management and evaluation.	
 Resources <i>What books, websites, videos and materials will support our learning?</i>	 Assessment <i>How will we show what we know, remember and can apply?</i>
Students continue to use the NCFE Level 1/2 Technical Award in Food and Cookery by Helen Buckland, alongside the official NCFE qualification specification and NEA materials provided for the assessment. The existing curriculum identifies the textbook as the principal course resource and the	Term 2 marks the beginning of the formal Non-Exam Assessment, so assessment increasingly takes place through students' sustained application of their knowledge and practical skills.



specification as important for reviewing assessment requirements and terminology. Students also draw upon appropriate department resources from earlier study, including nutritional information, menu and action-planning materials, practical recipes and relevant resources from Food – A Fact of Life, NHS Eatwell Guide, Good Food and BBC Bitesize.	Substantive Knowledge: Students demonstrate secure understanding of the NEA brief, food safety principles, nutrition, recipe structure and appropriate evaluation techniques. Disciplinary Knowledge: Students demonstrate their ability to interpret the vocational brief, research possible responses, select appropriate dishes and apply their knowledge within a practical context. The Assessment this term focuses particularly on planning, practical execution, organisation, independence and informed, justified decision-making as students begin developing their NEA response.
Term 3 Topic	 Food Preparation Skills, Organisation and Increasing Independence
 Big Picture <i>What are the main ideas and big questions in this topic?</i>	
Term 3 moves students from the planning and development phase of the NEA into sustained practical execution and evaluation. Students continue working in response to the vocational brief, demonstrating that they can independently plan, prepare, cook and evaluate dishes to meet the needs of the intended customer. The emphasis is now on turning planning into a successful final outcome. Students need to demonstrate technical competence, effective time management, problem solving, presentation and reflective evaluation, while maintaining the professional standards of food safety and organisation developed throughout the course. This term is where students prove that they can bring together the full curriculum journey in practice.	
 Zoom In <i>What knowledge, skills and key vocabulary will we learn step by step?</i>	
Students continue their NEA by carrying out the practical and written elements required by the assessment. They apply the knowledge developed through KS3, Year 10 and the first part of Year 11 to increasingly independent practical work. Across the term, students explore questions including: • How can I execute my planned dish accurately and efficiently? • How can I demonstrate a range of practical skills successfully? • How do I manage several processes within a limited time? • How can dovetailing improve my practical performance? • How do I maintain professional food-safety standards throughout?	

- How can I solve problems if a practical outcome does not go to plan?
- How can presentation improve the overall quality of the finished dish?
- What evidence should I gather to demonstrate my practical skills?
- How can I evaluate technical success rather than simply describe the outcome?
- How can I judge whether the dish meets the nutritional and customer requirements of the brief?
- How can I use feedback and reflection to improve my work?

Students apply practical techniques with increasing accuracy, confidence and independence, drawing on the wide range of skills developed across the course. They continue to use action planning, sequencing and dovetailing to manage their time effectively. Students should increasingly be able to recognise when practical work is drifting away from the plan and respond appropriately without losing control of the overall task. Evaluation becomes particularly important. Students consider the technical success, presentation, nutritional value and suitability for the intended customer, making evidence-based judgements about their outcome. This is explicitly identified as a key aspect of the Year 11 curriculum.

Substantive knowledge is consolidated through understanding of practical techniques, food safety, time management, presentation, nutritional suitability and evaluation criteria. Applied and disciplinary knowledge develops as students independently execute planned practical work, solve problems, gather evidence, evaluate outcomes and justify the decisions made throughout the NEA.

Key vocabulary includes practical execution, technical skill, precision, dovetailing, presentation, evidence, evaluation, suitability, nutritional value, reflection, refinement and independence.

 Pre-Requisite Knowledge <i>What have we already learned that will help us with this topic?</i>	 Pitch Up <i>How will we challenge ourselves?</i>
Term 3 depends heavily upon everything already established through the curriculum. At KS3, students developed safe working, practical techniques, nutrition, recipe adaptation and evaluation. Year 10 developed these into more advanced study of food safety, nutrition, practical organisation, sustainability, recipe development, menu planning, budgeting and customer requirements. In Year 11 Term 1, students consolidated this knowledge through menu planning, nutritional analysis and preparation for assessment. In Term 2, they interpreted the vocational brief, completed research and planning and began developing their selected solution. Students now have to turn that planning into a finished outcome.	Students are challenged to demonstrate precision, efficiency and resilience throughout sustained practical work. More confident students manage several complex processes at once, selecting and applying appropriate techniques without needing constant intervention. They should be able to respond intelligently when something does not go to plan and make decisions that protect the quality of the final outcome. Evaluation should become increasingly analytical. Students are expected to make evidence-based judgements about: • technical success; • flavour and texture; • presentation; • nutritional value; • suitability for the intended customer;

	• time management; • organisation; • areas for improvement. The strongest students do not simply state what went well; they explain why it was successful and how specific practical decisions influenced the result.
 Wider Framework <i>How does this learning connect to future topics and bigger goals?</i>	 Curriculum Hinterland <i>What wider knowledge will deepen our understanding of this topic?</i>
Term 3 continues directly into Term 4, where students complete the remaining NEA requirements while increasingly shifting attention towards exam preparation. The skills developed here are also important beyond the NEA. Students are practising the same higher-order thinking required for the external examination: apply knowledge → analyse evidence → justify decisions → evaluate outcomes. The curriculum therefore deliberately links the practical and written components of the course rather than treating them as separate forms of assessment. Students are developing the confidence to work like professionals: planning, executing, monitoring quality and reflecting on how a product can be improved.	Students begin to understand how professional food businesses manage quality control, consistency and customer satisfaction. Restaurants, catering companies and food manufacturers operate under pressures similar to those students experience during the NEA: they need to produce food safely, on time and to a consistent standard while meeting customer expectations. The Year 11 curriculum explicitly connects this stage of the course with professional concerns such as time constraints, consistency, customer satisfaction and quality control. This helps students see the NEA as a vocationally relevant process rather than simply a school practical assessment.
 Authentic connections <i>How does this topic connect to real life, careers, other subjects and important values?</i>	
Students develop confidence and resilience through completing a demanding practical task independently. They recognise the progress they have made from following teacher-directed tasks to managing a complex assessment process themselves. Students maintain responsibility for food safety and appropriate food choices while recognising the importance of meeting the needs of the intended customer respectfully and accurately. There are strong links with Science through food processes and ingredient behaviour, Mathematics through timing, quantities and portioning, and English through evaluation and justification. Careers Framework Skills: Leadership, Adapting and Problem Solving Students develop Leadership by taking ownership of their practical work and managing the assessment independently. Adapting develops as they respond to unexpected practical outcomes. Problem Solving develops through diagnosing faults and selecting appropriate solutions while maintaining quality and safety. Careers: Chef de Partie, Quality Assurance Technician and Hospitality Supervisor   	

A Chef de Partie manages a particular area of a professional kitchen and must maintain quality while working under time pressure. A Quality Assurance Technician checks that food products meet expected standards, while a Hospitality Supervisor coordinates staff, organisation and service to ensure consistent outcomes.

Students develop confidence in managing complex tasks independently, organising time and making decisions under pressure. These skills transfer directly into employment, further education and everyday life. Students strengthen resilience, organisation, time management, independence, leadership, problem solving and critical reflection.

	Resources <i>What books, websites, videos and materials will support our learning?</i>		Assessment <i>How will we show what we know, remember and can apply?</i>
	- Official NCFE NEA brief and assessment documentation. - NCFE Level 1/2 Technical Award in Food and Cookery course resources. - Students' research, planning and action plans from Term 2. - Department practical-skills guidance and demonstrations. - Evaluation criteria and assessment exemplars. - Food safety, nutrition and menu-planning resources from earlier course content. - Existing department resources from Food – A Fact of Life, Good Food and BBC Bitesize.		Assessment is predominantly through the sustained NEA practical and written work. Evidence is gathered through practical observation, time management, problem solving, evaluation and students' ability to refine their work in response to reflection. Substantive Knowledge: Students demonstrate secure understanding of food safety, nutrition, cooking techniques, practical organisation, presentation and evaluation criteria. Applied / Disciplinary Knowledge: Students demonstrate their ability to independently execute a planned practical task, apply appropriate techniques, manage time effectively, solve problems, evaluate the finished outcome and justify how well it meets the requirements of the vocational brief.

Term 4

Topic



NEA Completion and Examination Preparation



Big Picture

What are the main ideas and big questions in this topic?

Term 4 completes the main NEA process while increasingly shifting students towards external examination preparation. Students finalise the practical and written elements of their assessment, ensuring that their evidence clearly demonstrates independent planning, practical competence, evaluation and justified decision-making.

Alongside this, students begin more structured retrieval and exam preparation across the full qualification. The Year 11 curriculum explicitly identifies Terms 3 and 4 as a combined phase of NEA Completion and Exam Preparation, with students completing assessment work while revisiting key specification content and strengthening examination technique.

The key challenge is therefore managing two demands at once: How can I complete my NEA to the strongest possible standard while also preparing to apply my knowledge successfully in the external examination?



Zoom In

What knowledge, skills and key vocabulary will we learn step by step?

Students complete the remaining NEA requirements and begin drawing together knowledge from across the course in preparation for the examination.

Across the term, students explore questions including:

- Have I fully responded to every requirement of the NEA brief?
- Is my practical evidence clear and appropriate?
- Have I justified the decisions I made during the project?
- Does my evaluation use specific evidence from my final outcome?
- How effectively does my dish meet the needs of the intended customer?
- What technical strengths and weaknesses can I identify?
- How can I refine my work in response to feedback and reflection?
- Which areas of the specification do I remember securely?
- Where are the gaps in my knowledge?
- How do I apply knowledge to unfamiliar examination scenarios?
- How do I move from describing to explaining, analysing and evaluating?
- How can subject-specific terminology improve the quality of my written responses?

Students finalise written and practical evidence, ensuring that evaluation considers technical success, presentation, nutritional value and suitability for the intended customer. The curriculum expects students to make evidence-based judgements and refine their work in response to reflection.

Alongside this, students begin structured review of the qualification content, revisiting areas including:

- food safety and hygiene;
- nutrition and healthy eating;
- food preparation and cooking methods;
- food provenance and sustainability;
- recipe development and adaptation;
- menu planning;
- customer requirements.

Students increasingly practise exam-style application, selecting relevant knowledge and applying it appropriately rather than simply recalling definitions. Substantive knowledge is consolidated through retrieval and review of the full course content. Applied and disciplinary knowledge develops as students complete and evaluate their NEA, apply knowledge to unfamiliar examination contexts and construct increasingly well-reasoned responses.

Key vocabulary includes evidence, refinement, technical success, suitability, analysis, application, justification, evaluation, examination technique, retrieval, synoptic and subject-specific terminology.

 Pre-Requisite Knowledge <i>What have we already learned that will help us with this topic?</i>	 Pitch Up <i>How will we challenge ourselves?</i>
Term 4 draws upon the entire Food and Cookery curriculum. Students began at KS3 by learning how to work safely, follow recipes, understand balanced diets and develop practical techniques. By Year 9, they were already adapting food for specific requirements, planning practical tasks and evaluating with increasing independence. Year 10 then deepened these foundations through professional food safety, detailed nutrition, practical organisation and dovetailing, provenance and sustainability, recipe development, menu planning, costing and budgeting. In Year 11: • Term 1 consolidated menu planning and nutritional application. • Term 2 launched the NEA through research and planning. • Term 3 focused on practical execution, evidence and evaluation. Students now complete that assessment journey while beginning to prepare more intensively for the 40% externally assessed examination. The qualification is weighted 60% NEA and 40% written examination.	Students are challenged to become increasingly critical of both their practical work and their written responses. For the NEA, the strongest students make balanced judgements supported by evidence rather than producing descriptive evaluations. They explain how decisions about ingredients, methods, timing and presentation influenced the final outcome. For examination preparation, students move beyond simple recall and begin applying knowledge to unfamiliar scenarios, analysing information and constructing detailed, well-reasoned responses using appropriate terminology. This is explicitly identified within the Year 11 curriculum as the intended level of challenge. Students are also encouraged to identify their own areas for improvement rather than relying entirely on teacher direction.
 Wider Framework <i>How does this learning connect to future topics and bigger goals?</i>	 Curriculum Hinterland <i>What wider knowledge will deepen our understanding of this topic?</i>
Term 4 is the bridge between the assessment-production phase of Year 11 and the increasingly exam-focused work of Terms 5 and 6. The habits established here are crucial: retrieve knowledge → recognise what the question requires → select relevant information → apply it → justify → evaluate.	Students deepen their understanding of quality control and professional evaluation within the food industry. Food businesses operate under pressures including time constraints, consistency, customer satisfaction and product quality. They continually monitor outcomes and make changes where standards are not being met. These real-

These are the same thinking processes students have developed throughout their practical work. The curriculum therefore continues to make an important connection between NEA and examination success: both require students to make informed choices, use evidence and explain their reasoning rather than simply reproduce memorised content.	world pressures are explicitly identified within the Year 11 curriculum as useful context during the NEA completion stage. This helps students understand that evaluation is not simply an assessment requirement; it is a professional process used to improve food products and services.
 Authentic connections <i>How does this topic connect to real life, careers, other subjects and important values?</i>	
Students reflect on their progress across the course and recognise the independence they have developed. Completing a substantial NEA allows them to see the outcome of sustained effort, organisation and practical skill. Students continue considering responsibility to customers through safe food preparation, appropriate nutritional choices and respect for dietary and cultural needs. There are strong links with English through analytical and evaluative writing, Science through food processes and nutrition, and Mathematics through quantities, costing and nutritional information. Careers Framework Skills: Adapting, Leadership and Listening Students develop Adapting as they respond to evaluation and refine work. Leadership develops through taking responsibility for completing assessment work and organising revision. Listening develops through responding carefully to formative feedback and using it appropriately. Careers: Quality Assurance Technician, Sous Chef and Restaurant Manager A Quality Assurance Technician evaluates whether food products meet required standards. A Sous Chef supports the organisation and quality of food production within a professional kitchen, while a Restaurant Manager balances customer satisfaction, consistency and operational standards. Students develop strong self-management skills through completing a long-term project and preparing for formal examination. They learn to identify gaps, act on feedback and improve through reflection rather than simply waiting for correction. Students strengthen self-evaluation, organisation, resilience, critical thinking, analysis, communication and independent revision.	
 Resources <i>What books, websites, videos and materials will support our learning?</i>	 Assessment <i>How will we show what we know, remember and can apply?</i>
• Official NCFE NEA materials and qualification specification. • NCFE Level 1/2 Technical Award in Food and Cookery course textbook. • Students' own research, planning, practical evidence and evaluations. • Department NEA guidance and assessment materials. • Knowledge organisers covering the full specification.	Assessment continues through completion of the NEA, with evidence gathered through practical performance, time management, problem solving, evaluation and the ability to refine work based on feedback and reflection. Alongside this, students undertake mock and examination-style assessment to identify strengths and gaps across the specification.



- Retrieval activities and examination-style questions.
- Mock examination materials.
- BBC Bitesize, Food – A Fact of Life, NHS Eatwell Guide and Good Food resources already identified within the curriculum.

Substantive Knowledge: Students demonstrate secure understanding of the full Food and Cookery specification, including food safety, nutrition, preparation methods, sustainability, recipe development and menu planning.

Disciplinary Knowledge: Students demonstrate their ability to complete and critically evaluate their NEA, apply knowledge to unfamiliar examination scenarios and construct justified, evidence-based responses using accurate subject terminology.

Term 5

Topic



Examination Preparation: Applying and Connecting Knowledge



Big Picture

What are the main ideas and big questions in this topic?

Term 5 shifts the main focus towards preparation for the external examination. Students revisit the full range of knowledge developed across the qualification, but the emphasis is not simply on repeating content. Instead, students learn to retrieve, connect and apply their knowledge to different food and cookery contexts.

Students revisit key areas including food safety and hygiene, nutrition, food preparation and cooking, provenance and sustainability, recipe development and menu planning. They identify gaps in their knowledge and develop greater confidence in interpreting examination questions, selecting relevant information and constructing accurate responses.

This is the culmination of the progression established from KS3: students move from learning individual pieces of food knowledge towards being able to decide which knowledge is relevant, how different areas of the curriculum connect and how to use that knowledge to answer unfamiliar questions.



Zoom In

What knowledge, skills and key vocabulary will we learn step by step?

Students systematically revisit the main areas of the course while developing their examination technique.

Across the term, students explore questions including:

- How can food safety principles be applied to unfamiliar scenarios?
- How do HACCP, COSHH, contamination and food-poisoning prevention connect?
- How can nutritional knowledge be applied to different individuals and customer groups?
- How can we explain the function and importance of nutrients accurately?
- How do cooking methods, equipment and practical techniques affect food outcomes?
- How can provenance, seasonality and sustainability influence food choices?

- How do customer requirements influence recipe and menu development?
- How can cost, nutrition, sustainability and practicality influence the same decision?
- What exactly is an examination question asking us to do?
- How much detail is required for different questions?
- How can we use accurate technical vocabulary in our answers?
- How do we develop explanation rather than simply give a list of facts?
- How can we make supported judgements when asked to evaluate?

Students revisit food safety and hygiene, including legislation, hazards and risks, contamination, food poisoning, HACCP and COSHH. Importantly, these are now practised through application rather than simply definition recall. Nutrition revision returns to nutrient functions and sources, healthy eating, dietary requirements and different target groups. Students practise analysing food choices and recommending appropriate changes using nutritional evidence.

Students also revisit food preparation techniques and cooking methods, considering appropriate equipment, time management and how processes influence the quality of finished dishes. Knowledge of provenance, seasonality and sustainability is consolidated alongside recipe development, customer requirements and menu planning. Throughout the term, students develop a more explicit understanding of examination command words and learn how to structure responses appropriately.

Substantive knowledge is consolidated through systematic retrieval of the full specification. Applied and disciplinary knowledge develops as students select relevant knowledge, make connections between topics and apply their understanding to unfamiliar examination scenarios. Key vocabulary includes identify, describe, explain, analyse, justify, evaluate, compare, application, evidence, consequence, recommendation, scenario, retrieval and synoptic.

 Pre-Requisite Knowledge <i>What have we already learned that will help us with this topic?</i>	 Pitch Up <i>How will we challenge ourselves?</i>
Term 5 draws upon the entire KS3 and KS4 curriculum. At KS3, students established the foundations of food safety, nutrition, practical cooking, food provenance, recipe adaptation, planning and evaluation. Year 10 transformed those foundations into more specialist knowledge: Food Safety and Hygiene → legislation, HACCP, COSHH, contamination and food poisoning. Nutrition and Healthy Eating → nutrient functions and sources, dietary analysis and justified recommendations. Food Preparation Skills → equipment selection, precision, organisation and dovetailing. Provenance and Sustainability → seasonality, farming, environmental impact and responsible food choice.	Students are challenged to move beyond isolated recall. Rather than being told which topic a question relates to, students increasingly encounter mixed and unfamiliar scenarios where they must independently determine what knowledge is relevant. More confident students make connections between different curriculum areas. For example, when recommending a dish for a particular customer, they might simultaneously consider: nutrition + dietary requirement + food safety + cost + sustainability + cooking method + customer preference. Students also improve the sophistication of their written responses by moving through the hierarchy: state → describe → explain → justify → evaluate.

Recipe Development → adaptation for specific customers and requirements. Menu Planning → action planning, costing, budgeting and commercial considerations. Year 11 has then required students to bring these strands together through menu planning, nutritional analysis and the NEA.	The strongest responses use precise terminology, develop chains of reasoning and support judgements with relevant food knowledge.
 Wider Framework <i>How does this learning connect to future topics and bigger goals?</i>	 Curriculum Hinterland <i>What wider knowledge will deepen our understanding of this topic?</i>
Term 5 prepares students directly for the final examination preparation in Term 6 and the external assessment. However, the knowledge and skills developed across the course also prepare students for further study and employment within food, catering, hospitality, nutrition and related industries. The ability to apply knowledge to an unfamiliar situation is particularly transferable. Students have learned not simply to reproduce a method but to: identify a problem → select relevant knowledge → consider possible solutions → justify a decision → evaluate the outcome. This is the same process they have repeatedly encountered through practical work, menu planning and the NEA.	Students recognise that the different areas of Food and Cookery do not operate independently in the real world. A professional planning food for a customer may simultaneously need to consider food safety, nutrition, cost, availability, sustainability, preparation time and customer expectations. Revision therefore becomes deliberately synoptic. Rather than viewing the qualification as a collection of separate topics, students develop an understanding of Food and Cookery as an interconnected body of knowledge. This also helps students approach unfamiliar examination scenarios with greater confidence because they understand that several areas of their learning may contribute to a strong response.
 Authentic connections <i>How does this topic connect to real life, careers, other subjects and important values?</i>	
Students reflect upon their development across the course and identify areas of confidence alongside those requiring further work. Increasing ownership of revision helps students recognise that improvement comes through purposeful practice and response to feedback. Revision continues to reinforce the wider responsibilities associated with food, including consumer safety, healthy food choices, dietary and cultural needs, sustainability and responsible food production. There are strong connections with Science through nutrition, microorganisms and food processes; Mathematics through costing, quantities and nutritional information; Geography through provenance and sustainability; and English through interpretation, explanation, analysis and evaluation. Careers Framework Skills: Listening, Planning and Problem Solving Students develop Listening through responding carefully to feedback and identifying how their answers can improve. Planning develops through increasingly independent revision and management of knowledge gaps. Problem Solving develops as students interpret unfamiliar scenarios and decide which knowledge should be applied.	



Careers: Food Safety Inspector, Nutrition Adviser and Food Production Manager

A Food Safety Inspector applies detailed knowledge of safe food handling and legislation. A Nutrition Adviser uses nutritional knowledge to support appropriate food choices, while a Food Production Manager brings together safety, quality, cost, staffing and efficient production.

Students consolidate knowledge with direct relevance to adult life, including safe food preparation, healthy eating, budgeting, sustainable choices and confident independent cooking. They also develop strategies for managing a substantial body of information and preparing effectively for formal assessment. Students strengthen retrieval, revision planning, written communication, analytical thinking, decision-making, resilience and the ability to apply knowledge under pressure.

	Resources <i>What books, websites, videos and materials will support our learning?</i>		Assessment <i>How will we show what we know, remember and can apply?</i>
	• NCFE Level 1/2 Technical Award in Food and Cookery course textbook. • NCFE qualification specification. • Department knowledge organisers and revision resources. • Retrieval and Rapid Recall activities. • Past and specimen examination questions. • Mock examination papers and personalised question-level analysis. • Model responses and examination-writing scaffolds. • Existing department resources from Food – A Fact of Life, NHS Eatwell Guide, Good Food and BBC Bitesize.		Assessment becomes increasingly exam focused, using cumulative retrieval, knowledge checks, examination questions and timed practice. Students use assessment information to identify specific gaps rather than revising every part of the course equally. Feedback focuses both on what students know and how effectively they can apply that knowledge in an examination response. Substantive Knowledge: Students demonstrate secure recall and understanding across the qualification, including food safety, nutrition, food preparation, sustainability, recipe development and menu planning. Disciplinary Knowledge: Students demonstrate their ability to interpret examination questions, select appropriate knowledge, apply it to unfamiliar food scenarios, construct developed explanations and make justified evaluative judgements.

Term 6

Topic



Final Assessment Preparation and Examination Readiness



Big Picture

What are the main ideas and big questions in this topic?

Term 6 represents the final stage of the KS4 Food and Cookery curriculum. Students consolidate learning from across the entire qualification and prepare to demonstrate their knowledge confidently and independently in the external examination. The original curriculum groups Terms 5 and 6 as Final Assessment Preparation, with students completing any remaining coursework requirements and using retrieval practice, knowledge application, examination-style questions and structured review across all content areas.

Where Term 5 focuses heavily on reconnecting and applying knowledge, Term 6 is the final refinement: students identify their remaining gaps, practise under increasingly realistic examination conditions and develop the confidence to analyse, apply, justify and evaluate. The central question is: How can I use everything I have learned since KS3 accurately, selectively and confidently in my final assessment?



Zoom In

What knowledge, skills and key vocabulary will we learn step by step?

Students undertake structured revision across the full qualification, with teaching increasingly responsive to identified gaps in knowledge and examination performance.

Across the term, students consider:

- Which areas of the specification are secure and which still need attention?
- How can retrieval practice strengthen long-term memory?
- How do I recognise which area of food knowledge a question requires?
- How can I apply knowledge to an unfamiliar scenario?
- What makes an explanation developed rather than descriptive?
- How can I justify a recommendation using appropriate food knowledge?
- How should I approach questions requiring analysis or evaluation?
- How can I use subject-specific terminology accurately?
- How can I avoid vague or generic answers?
- How can I use feedback from past-paper questions to improve?
- How should I manage my time in the examination?
- How can I check that I have actually answered the question being asked?

Revision draws together the full body of knowledge students have developed, including food safety and hygiene, nutrition, practical cooking, food science, provenance and sustainability, recipe development, customer requirements and menu planning. The curriculum specifically expects students to synthesise knowledge from across the qualification rather than revise topics only in isolation.

Students practise moving between different levels of response: identify → describe → explain → apply → analyse → justify → evaluate.

Past-paper and examination-style questions are used to identify misconceptions and gaps. Students increasingly take ownership of this process, selecting revision strategies according to their individual needs rather than completing identical revision regardless of prior performance. This independent identification of areas for improvement is explicitly expected within the original curriculum.

Substantive knowledge is secured through cumulative retrieval and structured review of the full specification. Applied and disciplinary knowledge develops through interpreting questions, selecting relevant knowledge, analysing unfamiliar scenarios, making recommendations and constructing well-reasoned responses. Key vocabulary includes retrieve, recall, apply, analyse, justify, evaluate, recommendation, evidence, consequence, synoptic, scenario, command word, misconception and precision.

 Pre-Requisite Knowledge <i>What have we already learned that will help us with this topic?</i>	 Pitch Up <i>How will we challenge ourselves?</i>
Term 6 is the culmination of the entire KS3 → KS4 curriculum journey. At KS3, students developed the foundations of safe and confident cooking. They learned about hygiene, nutrition, the Eatwell Guide, practical techniques, food provenance, recipe adaptation and increasingly independent planning and evaluation. In Year 10, those foundations developed into more specialist vocational knowledge: • Food Safety and Hygiene → legislation, HACCP, COSHH and contamination prevention. • Nutrition and Healthy Eating → nutrient functions and sources, dietary requirements and nutritional analysis. • Practical Skills → precision, equipment selection, organisation and dovetailing. • Provenance and Sustainability → food systems, seasonality and environmental impact. • Recipe Development → adapting and refining dishes for specific customers. • Menu Planning → action planning, budgeting, costing and commercial considerations. Year 11 then required students to combine and independently apply this knowledge through menu planning, nutritional analysis and the synoptic NEA.	The challenge in Term 6 is increasingly about quality of thinking rather than acquiring new content. Students tackle complex scenarios requiring them to draw together knowledge from several areas of the course. They may need to evaluate competing options, justify recommendations and recognise that there is not always one simplistic answer. The original curriculum specifically expects students to synthesise knowledge, evaluate competing viewpoints and justify recommendations, while taking greater ownership of their revision. More confident students should therefore be able to construct sustained chains of reasoning: choice → relevant food knowledge → effect/consequence → application to the scenario → justified judgement. Students also develop greater independence by analysing their own assessment performance and choosing appropriate strategies to address specific weaknesses.
 Wider Framework <i>How does this learning connect to future topics and bigger goals?</i>	 Curriculum Hinterland <i>What wider knowledge will deepen our understanding of this topic?</i>
Term 6 completes the qualification but also marks students' transition towards further education, apprenticeships, employment and independent adult life. The course provides foundations for progression into Level 3 vocational study, T Levels and apprenticeships, as well as further study in hospitality and catering, professional cookery, food science, nutrition, food technology and event management.	As students complete the course, they consider how the food industry continues to change in response to sustainability, food security, ethical sourcing, changing consumer behaviour and technological development. These are explicitly identified within the original curriculum as wider contexts for Terms 5 and 6. This reminds students that the knowledge they have studied is not static. Food production, nutrition, hospitality and consumer expectations continue to evolve.

Students also leave with knowledge that has value regardless of whether they pursue food professionally: they understand how to prepare food safely, make informed nutritional choices, plan and budget, evaluate food information and cook independently. The curriculum therefore ends not simply with an examination, but with students becoming more informed consumers, confident cooks and responsible decision-makers, which is an explicit aim of the Year 11 curriculum.	Students therefore finish the course understanding Food and Cookery as a subject connecting science, health, culture, geography, ethics, business and technology.
 Authentic connections <i>How does this topic connect to real life, careers, other subjects and important values?</i>	
Students reflect upon their progress from the beginning of KS3 to the completion of their qualification. They recognise their growing independence and develop confidence in their ability to make informed decisions about food, health and practical life. Students consolidate their understanding that food choices have consequences beyond the individual. They revisit issues surrounding sustainability, food waste, seasonality, responsible sourcing and animal welfare, alongside the influence of culture, religion, belief and medical need upon food choices. Students draw upon Science through nutrition, food safety and food processes; Geography through food security, provenance and sustainability; Mathematics through quantities, costing and nutritional information; and English through analysis, evaluation and construction of well-reasoned written responses. Careers Framework Skills: Planning, Adapting and Problem Solving Students develop Planning through independently organising final revision. Adapting develops as they respond to assessment information and change their revision approach accordingly. Problem Solving is applied when interpreting unfamiliar examination scenarios and deciding which knowledge is relevant. Careers: Professional Chef, Food Scientist and Event Manager A Professional Chef combines practical skill, organisation, food safety and creativity. A Food Scientist applies scientific understanding to food production, quality and development, while an Event Manager must coordinate catering, customer requirements, budgets and practical organisation. Students leave the course with knowledge and skills that support independent adult life, including cooking confidently, planning meals, understanding nutrition, managing food safely, budgeting and making informed consumer choices. Students strengthen independent learning, revision planning, resilience, analytical thinking, written communication, problem solving, decision-making and the ability to perform effectively under time constraints.   	
 Resources <i>What books, websites, videos and materials will support our learning?</i>	 Assessment <i>How will we show what we know, remember and can apply?</i>
• NCFE Level 1/2 Technical Award in Food and Cookery by Helen Buckland. • NCFE Qualification Specification. • Department knowledge organisers and revision materials. • Past papers and examination-style questions.	Assessment in Term 6 is focused firmly on final examination readiness. Students' complete revision tasks, past-paper questions, timed assessments and knowledge-recall activities covering the full specification. The course culminates

• Mock examination papers and feedback. • Retrieval and Rapid Recall activities. • Model and comparative examination responses. • Food – A Fact of Life, NHS Eatwell Guide, Good Food and BBC Bitesize resources identified within the original curriculum.	in the externally assessed written examination, worth 40% of the overall qualification, alongside the completed NEA worth 60%. Substantive Knowledge: Students demonstrate secure and connected knowledge across the full specification, including food safety, nutrition, food preparation and cooking, sustainability, recipe development and menu planning. Disciplinary Knowledge: Students demonstrate their ability to analyse unfamiliar scenarios, select appropriate knowledge, construct well-reasoned responses, justify recommendations and evaluate food-related decisions.