

Food and Cookery Curriculum Intent

Year 10



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



Food Safety and Hygiene



Big Picture

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

Term 1 marks the transition from the foundational food-safety knowledge developed throughout KS3 towards a more professional and industry-focused understanding of food safety and hygiene. Students develop secure knowledge of food legislation, food provenance and risk assessment, alongside industry-standard practices including HACCP and COSHH. They investigate how food poisoning and contamination occur and how risks can be controlled to ensure that food is stored, prepared, cooked and served safely.

Importantly, students are no longer simply expected to follow food-safety procedures. At KS4 they increasingly need to explain, apply and justify them, including within unfamiliar scenarios and examination questions. This term therefore develops students from safe classroom cooks into students who understand the principles underpinning professional food-safety practice.



Zoom In

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

Students begin by revisiting the food-safety principles established at KS3 before developing a more detailed understanding of how food safety is managed within professional food and hospitality environments.

Across the term, students explore questions including:

- Why is food safety particularly important within the food industry?
- What legislation and procedures help keep food safe?
- What is the difference between a hazard and a risk?
- How are risks assessed and controlled within food preparation?
- What is HACCP and how is it used to identify and control food-safety hazards?
- What is COSHH and why is it relevant within a professional food environment?
- How does contamination occur?
- What is cross-contamination and how can it be prevented?
- How can food poisoning occur?
- How can storage, preparation and cooking practices reduce the risk of foodborne illness?
- How does food provenance connect to food safety and responsibility?
- How can food-safety knowledge be applied to realistic practical scenarios?

Students develop their understanding of risk assessment beyond the recipe-specific work introduced in Year 9. They consider how hazards can be identified systematically and how appropriate control measures reduce risk. A significant step at KS4 is the introduction of HACCP, allowing students to understand how food businesses identify hazards and establish controls at critical stages of food production. They also study COSHH, developing awareness of how potentially hazardous substances within working environments must be managed safely. These are explicitly identified as industry-standard practices within the Year 10 curriculum.

Students investigate contamination and food poisoning, developing their understanding of how unsafe storage, preparation, handling or cooking can create risks to consumers. Rather than simply recalling hygiene rules, students increasingly explain the cause-and-effect relationship between unsafe practice and potential

consequences. Practical lessons provide opportunities to apply this knowledge. Students are expected to demonstrate professional standards of personal hygiene, food storage, equipment use, risk management and prevention of cross-contamination.

Substantive knowledge develops through students' understanding of food legislation, food provenance, HACCP, COSHH, hazards, risks, control measures, contamination, cross-contamination, food poisoning, hygiene and safe storage. Applied and disciplinary knowledge develops as students apply food-safety principles to practical and unfamiliar scenarios, assess risks, select appropriate controls and justify why particular procedures are necessary.

Key vocabulary includes legislation, HACCP, critical control point, COSHH, hazard, risk, control measure, contamination, cross-contamination, food poisoning, hygiene, provenance, storage and prevention.

 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>
This term deliberately builds upon the progressive food-safety journey established throughout KS3. In Year 7, students learned how to work safely within a kitchen. They established routines surrounding personal and kitchen hygiene, safe food handling and storage, equipment use and the identification of basic hazards and risks. In Year 8, students moved beyond following rules and began considering risk more explicitly, identifying hazards and considering how control measures could reduce the likelihood of harm. Their understanding of contamination and food-poisoning prevention also developed. By Year 9, students applied this knowledge more independently by considering risk assessment within a specific recipe or practical task, identifying hazards and planning controls before cooking. Students therefore arrive at KS4 already understanding the principles of personal hygiene, clean working environments, safe equipment use, recipe following, basic cooking methods and practical organisation. The Year 10 curriculum explicitly identifies these as foundations upon which KS4 learning should build. The progression into Year 10 is therefore: • Y7 – Follow safe routines • Y8 – Identify hazards, risks and controls • Y9 – Apply risk assessment to a specific practical task • Y10 – Understand and apply professional food-safety systems and procedures.	Students are challenged to move beyond recalling food-safety rules towards applying knowledge to realistic and unfamiliar situations. They investigate real-life examples of food contamination and foodborne illness, analysing what went wrong and considering how appropriate procedures could have reduced the risk. The existing Year 10 curriculum specifically identifies real-life case studies as an opportunity to extend students' understanding. More confident students apply HACCP principles to increasingly complex food-preparation scenarios, identifying hazards and appropriate controls before justifying their decisions. Students also begin evaluating food-safety procedures rather than assuming that the existence of a rule automatically makes an environment safe. They consider whether procedures have been applied effectively and what improvements could be made. In practical lessons, challenge is demonstrated through consistency and independence: students should maintain professional food-safety standards without needing repeated teacher reminders.

 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>
Food safety and hygiene underpin every subsequent part of the KS4 course. In Year 10, students will continue applying these principles while studying nutrition, developing practical skills, adapting recipes and planning menus. Safe working should therefore become an embedded expectation rather than something that disappears after Term 1. The connection becomes particularly important in Year 11, when students complete the NEA. Students must independently research, plan, prepare, cook and evaluate food in response to a vocational brief. Safe working, risk management and professional practical organisation therefore become part of students' ability to demonstrate independence. Year 11 assumes secure understanding of food legislation, HACCP, COSHH and methods of preventing contamination and food poisoning.	Students develop an appreciation that food safety is fundamentally a matter of public health and professional responsibility. Within a domestic kitchen, poor practice may affect an individual household. Within a restaurant, school, hospital, catering company or food manufacturer, failures in food safety can potentially affect far larger numbers of people. Students therefore begin to understand why the food industry requires legislation, documented procedures, risk assessments and systematic approaches such as HACCP. The inclusion of food provenance also encourages students to think beyond the point at which ingredients arrive in the classroom. Food has travelled through a wider system of production, transportation, storage and sale before it reaches the consumer, and safety must be maintained throughout this process.
 Authentic connections <i>How does this topic connect to real life, careers, other subjects and important values?</i>	
Students develop confidence and responsibility as they recognise their increasing ability to work independently to professional standards. They understand that competence involves not only producing successful dishes but protecting themselves and others. Students explore the moral responsibility of individuals and businesses to provide food that is safe for consumers. They consider the potential consequences when organisations fail to maintain appropriate standards and recognise that food-safety decisions can affect individuals, families and communities. There are strong connections with Science through microorganisms, contamination, food poisoning and the conditions that affect food safety. Links with Business and Enterprise emerge through legislation, organisational responsibility and professional standards, while Mathematics supports risk assessment and accurate measurement within practical contexts. Careers Framework Skills: Problem Solving, Leadership and Speaking Students develop Problem Solving by identifying food-safety hazards and determining appropriate controls. Leadership develops through taking responsibility for maintaining high standards within practical environments. Speaking develops as students explain and justify safety decisions using professional terminology. Careers: Environmental Health Officer, Quality Assurance Technician and Health and Safety Officer	



An Environmental Health Officer investigates hygiene and safety standards within food businesses and helps protect public health. A Quality Assurance Technician monitors products and processes to ensure required standards are consistently achieved, while a Health and Safety Officer identifies workplace risks and supports organisations in maintaining safe systems of work.

Students develop knowledge that allows them to make safer decisions when storing, preparing and cooking food at home. They also become more informed consumers who understand why professional food businesses are expected to meet stringent hygiene and safety standards. Students strengthen risk awareness, analytical thinking, responsibility, attention to detail, decision-making, communication and the ability to justify choices 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>
- The principal course resource is the NCFE Level 1/2 Technical Award in Food and Cookery by Helen Buckland, which supports specification content, practical understanding and examination-style activities. - Students also use the department's existing food-safety resources, practical demonstrations, risk-assessment materials, case studies and examination-style questions, alongside resources from BBC Bitesize Hospitality and Catering and Food – A Fact of Life, both identified within the existing curriculum.	Students' substantive knowledge is assessed through retrieval activities, quizzes, written tasks, examination-style questions and class discussion, while practical lessons assess whether students can apply this knowledge consistently within a working kitchen. Substantive Knowledge: Students demonstrate secure knowledge of food safety, legislation, HACCP, COSHH, food provenance, contamination, food poisoning, hazards, risks and appropriate preventative measures. Disciplinary Knowledge: Students demonstrate their ability to apply food-safety principles to practical and unfamiliar scenarios, conduct and interpret risk assessments, prevent cross-contamination and justify appropriate control measures using accurate subject terminology.

Term 2

Topic



Healthy Eating, Balanced Diet and Developing Practical Skills



Big Picture

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

Term 2 develops students' understanding of nutrition and healthy eating, moving from the broad principles encountered at KS3 towards the more detailed nutritional knowledge required at GCSE.

Students investigate the functions and sources of nutrients, developing their understanding of why the body requires different nutrients and how food choices contribute to health. They apply this knowledge when analysing diets, considering nutritional recommendations and making justified suggestions for improvement.

This represents an important step up from KS3. Students are no longer simply expected to recognise a balanced diet or use the Eatwell Guide; they increasingly need to explain why particular nutrients are required, identify appropriate food sources and apply nutritional knowledge to different people and situations.



Zoom In

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

Students revisit the principles of healthy eating before developing a more detailed understanding of the relationship between food, nutrients, diet and health.

Across the term, students explore questions including:

- What does the body need from the food we eat?
- What are the main nutrients found within food?
- What are the functions of different nutrients within the body?
- Which foods provide different nutrients?
- What can happen if a diet does not provide an appropriate nutritional balance?
- How can the Eatwell Guide be used to support healthy food choices?
- Why might different people have different nutritional requirements?
- How can we analyse the nutritional strengths and weaknesses of a diet?
- How can recipes and meals be adapted to improve their nutritional value?
- How can we justify nutritional recommendations rather than simply state them?

Students develop their knowledge of the functions and sources of nutrients, building a more detailed nutritional vocabulary and beginning to connect particular foods with their contribution to the diet. They revisit the Eatwell Guide, but the expectation at KS4 is considerably higher. Rather than simply identifying food groups, students use their understanding to analyse food choices and make recommendations.

Students consider how nutritional knowledge can be applied to actual meals and diets. They identify areas of strength and potential imbalance and suggest appropriate improvements, explaining why these changes would be beneficial. Practical work should reinforce this theoretical knowledge. Students consider the ingredients within the dishes they prepare and increasingly explain how ingredient choice and adaptation can influence nutritional value.

Substantive knowledge develops through students' understanding of nutrition, nutrients, nutrient functions and sources, healthy eating, balanced diets, the Eatwell Guide and nutritional recommendations. Applied and disciplinary knowledge develops as students analyse food and diets, identify nutritional strengths and weaknesses, make appropriate recommendations and justify food choices using accurate nutritional knowledge.

Key vocabulary includes nutrition, nutrient, function, source, balanced diet, Eatwell Guide, dietary requirement, deficiency, excess, recommendation, analyse, adapt and justify.



Pre-Requisite Knowledge

What have we already learned that will help us with this topic?



Pitch Up

How will we challenge ourselves?

This term builds directly upon the nutritional journey established throughout KS3. In Year 7, students were introduced to balanced diets and healthy food choices. They began recognising that foods contribute differently to the diet and that healthy eating involves balance and variety rather than simply categorising foods as “healthy” or “unhealthy”. In Year 8, students developed this through more explicit study of the Eatwell Guide. They applied it to recipes and began adapting ingredients, making increasingly informed decisions about food rather than relying solely on preference. By Year 9, students were applying their knowledge to specific requirements, considering how recipes could be adapted for factors such as age or allergy and beginning to justify ingredient choices using nutrition and food knowledge.	Students are challenged to move away from broad statements such as “this is healthy” or “this contains protein” towards more precise explanations that connect nutrient → source → function → consequence → recommendation. When analysing diets, students should not simply identify what somebody eats. They increasingly use nutritional evidence to explain the likely strengths or weaknesses of those choices and make specific, justified recommendations. More confident students consider that nutritional requirements are not identical for everyone and apply their knowledge to different individuals and situations. Students also begin responding to unfamiliar food and dietary scenarios, an important preparation for the external assessment where knowledge must be applied rather than simply reproduced.
 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>
Secure nutritional knowledge will underpin much of the remaining GCSE curriculum. In Terms 3 and 4, students will develop their food preparation skills and understanding of sustainability, where nutritional knowledge can inform decisions about ingredients and dishes. In Terms 5 and 6, students move into recipe development and menu planning. At this stage they will need to make purposeful food choices for particular customers and requirements, meaning that nutritional decisions must be supported by evidence rather than preference. This also prepares students directly for Year 11, where they will need to apply their knowledge independently within both the NEA and external examination. Diets, recipes and vocational scenarios may require students to analyse information, make recommendations, justify choices and evaluate outcomes.	Students develop a more sophisticated understanding of the relationship between diet and health. They recognise that nutrition is not about individual foods being inherently “good” or “bad”, but about the overall balance of nutrients and food choices across a diet. Students also begin recognising that nutritional advice has a wider role within society. Food manufacturers, schools, hospitals, care settings, restaurants and catering organisations may all need to consider the nutritional needs of the people they serve. This helps students understand why nutritional knowledge is relevant not only to personal food choices but also to public health and the wider food industry.

	Authentic connections <i>How does this topic connect to real life, careers, other subjects and important values?</i>
Students develop greater awareness of how food choices can influence personal wellbeing and recognise their growing ability to make informed decisions about their own diet and the food they prepare for others. Students consider the responsibility involved in providing appropriate food for different people. They recognise that individual nutritional requirements and circumstances can vary and that food provision should respond appropriately to those needs. There are particularly strong links with Biology through nutrients, bodily functions, growth and health. Mathematics supports interpretation and comparison of nutritional information, while English develops through extended explanation, analysis and evidence-based justification. Careers Framework Skills: Problem Solving, Speaking and Planning Students develop Problem Solving by analysing diets and identifying appropriate improvements. Speaking develops as they explain nutritional recommendations accurately using specialist vocabulary. Planning develops when students consider how meals and food choices can be structured to meet particular nutritional needs. Careers: Nutritionist, Public Health Practitioner and Sports Nutrition Assistant Students explore how a Nutritionist uses knowledge of food and nutrients to support informed dietary choices; how a Public Health Practitioner may contribute to initiatives designed to improve diet and health across communities; and how a Sports Nutrition Assistant considers how food choices can support differing nutritional and energy requirements. Students develop knowledge they can apply when interpreting food choices, planning meals and considering the nutritional value of their own diet. They become more confident in distinguishing evidence-based nutritional decisions from simplistic ideas about “healthy” and “unhealthy” food. Students develop analysis, evidence-based decision-making, explanation, justification, problem solving and the ability to apply specialist knowledge to real-life situations.	
	Resources <i>What books, websites, videos and materials will support our learning?</i>
• NCFE Level 1/2 Technical Award in Food and Cookery course materials. • Department nutrition and healthy-eating resources. • Existing Eatwell Guide materials. • Nutritional information and food-label examples used by the department. • Practical recipes and demonstrations linked to nutritional application. • Examination-style questions and vocational food scenarios. • Existing department resources from Food – A Fact of Life and BBC Bitesize.	
	Assessment <i>How will we show what we know, remember and can apply?</i>
Assessment combines retrieval, quizzes, written activities and examination-style questions with practical application. Students increasingly respond to food and dietary scenarios in which they must use their nutritional knowledge rather than simply recall definitions. Substantive Knowledge: Students demonstrate secure understanding of nutrients, their functions and sources, healthy eating, balanced diets, the Eatwell Guide and nutritional recommendations. Disciplinary Knowledge: Students demonstrate their ability to analyse diets and food choices, identify nutritional strengths and weaknesses, recommend	



appropriate changes and justify their decisions using accurate nutritional knowledge.

Term 3

Topic



Food Preparation Skills, Organisation and Increasing Independence



Big Picture

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

Term 3 begins the practical development phase that the department curriculum groups across Terms 3 and 4: Food Preparation Skills and Sustainability. The source does not split the content more finely between the two terms, so for Term 3 I would place the emphasis on the practical skills, organisation and time-management strand, while beginning to introduce the wider food-choice and sustainability context that can be developed further in Term 4.

Students refine a broader range of food preparation and cooking techniques, select appropriate equipment and work with increasing precision, independence and efficiency. They also develop practical organisation, including time management and dovetailing, so that they can manage more complex dishes and several processes within the same practical session.

The key progression from KS3 is clear: students move from safely following and planning recipes towards managing practical work independently and making informed technical decisions.



Zoom In

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

Students apply and refine the practical techniques developed across KS3, but with higher expectations for accuracy, organisation and independence.

Across the term, students explore questions including:

- How do we select the most appropriate equipment for a practical task?
- How can we organise a complex recipe before cooking begins?
- What does efficient practical working look like?
- What is dovetailing and why is it useful?
- How can several preparation and cooking processes be managed at the same time?
- How can we improve precision and consistency in practical work?
- How do we recognise when a technique has been applied successfully?
- How can we solve practical problems without immediately relying on teacher support?
- How can presentation improve the overall quality of a dish?
- How can practical choices connect to the ingredients and food systems we study?

Students increasingly select equipment rather than being told exactly what to use, drawing on their accumulated experience of appliances and cooking methods. A significant new emphasis is dovetailing. Students learn to identify opportunities to complete one task while another process is underway, improving efficiency and helping them manage dishes with multiple components. The Year 10 curriculum explicitly identifies effective time management and dovetailing as part of this practical progression.

Students also refine existing techniques rather than simply accumulating new ones. Greater attention is paid to:

- accuracy of weighing and measuring;
- safe and appropriate equipment selection;
- organisation of ingredients and workspace;
- sequencing of preparation and cooking;
- managing simultaneous processes;
- consistency and precision;
- presentation and final quality.

The curriculum also begins connecting practical cooking to food choice, seasonality and the environmental impact of food production, which will become increasingly important through this Terms 3–4 strand.

Substantive knowledge develops through students' understanding of cooking methods, equipment, preparation techniques, sequencing, time management, dovetailing, food choice and seasonality. Applied and disciplinary knowledge develops as students select equipment and techniques, organise practical tasks efficiently, dovetail processes and make informed practical decisions with increasing independence.

Key vocabulary includes dovetailing, time management, sequence, preparation, cooking method, equipment selection, precision, efficiency, presentation, seasonality 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>
This term draws heavily upon the practical progression established throughout KS3. In Year 7, students learned the basic routines of practical cooking: safe equipment use, accurate following of recipes, knife skills and introductory cooking methods. In Year 8, they broadened their repertoire through processes such as rubbing-in, sauce making and batter preparation, alongside boiling, simmering, grilling and	Students are challenged to work with greater precision, independence and efficiency, all explicitly identified within the Year 10 curriculum. Rather than relying on teacher-directed sequencing, students begin planning their own workflow and identifying opportunities to dovetail stages of preparation and cooking. More confident students make purposeful decisions about: • which equipment is most appropriate; • which technique should be used;

baking. They also became more independent in organising ingredients and equipment. By Year 9, students were expected to manage more advanced techniques including roux sauce preparation, dough, pastry, creaming and rubbing-in, while planning practical work more carefully and beginning to manage several processes within one dish. Students therefore arrive in Year 10 with the practical foundations described explicitly in the course document: experience of preparing and cooking a range of dishes, weighing and measuring, following recipes, using equipment safely and applying methods such as baking, boiling, grilling and frying.	• what can be prepared in advance; • which processes can run simultaneously; • how to improve presentation and final quality. The strongest students should be able to explain why their chosen method is efficient and appropriate, not simply demonstrate that they can complete it.
 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>
This term is particularly important preparation for the Year 11 NEA, where students will be expected to research, plan, prepare, cook and evaluate in response to a vocational brief. The NEA requires far more than isolated cooking skills. Students need to manage: planning → ingredients → equipment → timing → several practical processes → presentation → evaluation. The Year 11 curriculum expects students to demonstrate independence in these areas and to justify practical decisions throughout their assessment. Term 3 therefore deliberately strengthens the organisational habits required before students enter that assessment environment. It also prepares students for Term 4, where the wider food provenance, sustainability, seasonal produce and environmental impact strand can be explored in greater depth.	Students begin to recognise that professional cooking depends upon more than knowing recipes. Commercial kitchens rely heavily on organisation, sequencing and efficient use of time. Dovetailing is particularly important because chefs may need to coordinate several elements of a dish so that everything is completed at the correct time and served to an appropriate standard. Students also begin considering that practical decisions do not occur in isolation from the wider food system. Ingredients have origins, seasons and environmental impacts, and these factors can influence what foods are available and appropriate to use. This creates an important link between practical competence and informed food choice.
 Authentic connections <i>How does this topic connect to real life, careers, other subjects and important values?</i>	
Students develop confidence through recognising that they can manage increasingly complex practical work independently. They experience the satisfaction of producing higher-quality outcomes through greater precision and organisation. Students continue developing responsibility within a shared professional-style kitchen environment. They also begin considering the wider consequences of food choices, including seasonality and environmental impact.	

There are strong links with Mathematics through measurement, timing, scaling and sequencing; Science through cooking processes and changes to ingredients; and Business through efficiency, organisation and professional kitchen practice.

Careers Framework Skills: Planning, Leadership and Adapting

Students develop Planning through sequencing and dovetailing complex practical work. Leadership develops as they take greater responsibility for managing their own workstation and practical progress. Adapting develops when timing, ingredients or practical outcomes require them to change their approach.



Careers: Chef de Partie, Kitchen Production Coordinator and Food Technologist

A Chef de Partie manages a particular section of a professional kitchen and must coordinate preparation and timing accurately. A Kitchen Production Coordinator helps organise workflow and food production efficiently, while a Food Technologist applies technical understanding to ingredients, processes and food quality.

Students become better equipped to cook complex meals independently, planning their time and coordinating different components rather than preparing each stage separately. Students strengthen time management, organisation, independence, problem solving, attention to detail and the ability to work efficiently 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 course materials. • Department practical recipes and demonstrations. • Equipment-selection and technique guides. • Time-plan and dovetailing templates. • Practical assessment exemplars. • Department resources on cooking methods, seasonality and food choice. • Food – A Fact of Life and Good Food practical resources identified within the existing curriculum.		Assessment combines written and retrieval work on cooking methods and food choice with practical observation of students' ability to organise increasingly demanding tasks. The course specifically assesses appropriate equipment selection, cooking techniques, organisation and effective time management during this phase. Substantive Knowledge: Students demonstrate understanding of cooking methods, equipment, practical sequencing, time management, dovetailing and the introductory links between food choice, seasonality and sustainability. Disciplinary Knowledge: Students demonstrate their ability to select appropriate equipment and techniques, organise and dovetail practical processes, work with increasing precision and independence and evaluate the effectiveness of their practical organisation.

Term 4

Topic



Food Provenance, Sustainability and Responsible Food Choices



Big Picture

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

Term 4 develops the second half of the department's Food Preparation Skills and Sustainability strand. While Term 3 focused more strongly on practical organisation, equipment selection, time management and dovetailing, this term places greater emphasis on the wider environmental, ethical and economic factors that influence food production and food choice.

Students investigate food provenance, seasonal produce, farming methods and sustainability, considering how food moves from producer to consumer and how different production systems can affect people and the environment. The Year 10 curriculum specifically expects students to consider the environmental impact of food production and compare local and global food systems.

The central progression from KS3 is from simply recognising that food has an origin and environmental impact towards analysing, comparing and evaluating food-production choices using increasingly informed judgement.



Zoom In

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

Students begin by revisiting the ideas of food origin and seasonality introduced at KS3 before developing a much deeper understanding of provenance and sustainability.

Across the term, students explore questions including:

- Where does our food come from?
- What is food provenance and why does it matter?
- What does it mean for food to be seasonal?
- How can seasonal food choices affect cost, quality and environmental impact?
- What are the differences between local, national and global food systems?
- How do different farming methods affect food production?
- What environmental impacts can be associated with producing and transporting food?
- How can food waste be reduced?
- What ethical issues can influence food choices?
- How can consumers make more sustainable decisions?
- How can sustainability influence menu and ingredient choices?
- How can we evaluate rather than simply describe the environmental impact of food?

Students explore the idea of food provenance, developing an understanding of the journey food takes from production through processing, transport and sale before it reaches the consumer. They examine seasonal produce and consider why particular foods are naturally available at different times of year, alongside the possible environmental and economic implications of obtaining foods outside their natural season. Students also investigate different farming and production

methods and consider their potential advantages and disadvantages. The curriculum expects students to evaluate the environmental, ethical and economic implications of food production and consumption and to compare food systems operating at different scales.

This provides opportunities to consider issues including food miles, waste, sourcing and animal welfare, all of which are explicitly part of the wider moral and sustainability context identified within the Year 10 curriculum. Practical work remains important. Students increasingly consider not only how successfully a dish can be made, but whether ingredient choices can also be justified in terms of provenance, seasonality and environmental impact.

Substantive knowledge develops through students' understanding of food provenance, seasonality, sustainability, farming methods, local and global food systems, food waste, sourcing and environmental impact. Applied and disciplinary knowledge develops as students compare food-production systems, evaluate the implications of different food choices and justify more sustainable ingredient or menu decisions.

Key vocabulary includes provenance, seasonality, sustainability, food miles, sourcing, farming method, local, global, environmental impact, ethical, economic, food waste and consumer choice.

 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>
This term builds directly upon ideas introduced progressively through KS3. In Year 7, students were introduced to food origins and seasonality, beginning to recognise that ingredients come from different places and that food availability can vary across the year. In Year 8, students developed their understanding of informed food choices and considered food within the wider context of healthy eating and responsible practical preparation. By Year 9, students began considering the environmental impact of food, alongside healthy lifestyles, budgeting and the benefits of preparing meals from scratch rather than relying heavily on ready meals and takeaway foods. Year 10 now moves students from awareness towards analysis and judgement.	Students are challenged to move beyond simplistic statements such as “local food is always better” or “imported food is bad”. More confident students compare the environmental, ethical and economic implications of different food choices and recognise that there may be competing considerations. They evaluate evidence and justify recommendations, considering factors such as: • seasonality; • transportation; • production methods; • environmental impact; • waste; • animal welfare; • affordability; • availability. The Year 10 curriculum explicitly expects students to apply critical thinking to sustainability issues and propose informed solutions to challenges facing the food industry.

		Students therefore begin to develop the kind of balanced evaluative thinking needed for stronger examination responses.	
	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>
The sustainability knowledge developed in Term 4 will inform the recipe development and menu-planning work in Terms 5 and 6. When students begin designing or adapting dishes, they will increasingly need to consider more than taste and nutrition. Ingredient choice may also be influenced by cost, availability, seasonality, provenance and environmental impact. This also prepares students for Year 11, where the NEA requires them to make and justify decisions within a vocational brief. The ability to consider competing factors and explain why one choice is more appropriate than another is central to successful applied work. For the external examination, students must also be able to apply sustainability knowledge to unfamiliar situations rather than simply reproduce learned definitions.		Students begin to understand that the modern food system is globally interconnected. Food purchased in the UK may have been grown, reared, processed or packaged in different countries before reaching the consumer. This can create benefits, such as greater availability and variety, but also raises questions about transport, environmental impact, production practices and ethical responsibility. Students also consider the growing importance of sustainability within the food and hospitality industry. Businesses increasingly need to think about ingredient sourcing, waste reduction and consumer expectations alongside quality and profitability. This develops students’ understanding of food as an environmental, social and commercial issue, not simply something prepared and eaten.	
	Authentic connections <i>How does this topic connect to real life, careers, other subjects and important values?</i>		
Students reflect on their own values and priorities when making food choices and consider how individual decisions can connect to wider social and environmental concerns. This term has particularly strong moral content. Students consider sustainability, food waste, sourcing, seasonality and animal welfare, reflecting on the consequences of food choices for people, animals and the environment. These themes are explicitly identified within the existing Year 10 curriculum. Cultural understanding is developed through considering how food production, availability and culinary traditions vary across local, national and global contexts. There are strong connections with Geography through global food systems, transportation, sustainability and environmental impact; Science through farming and production methods; and Business through sourcing, cost, supply and consumer demand. Careers Framework Skills: Problem Solving, Adapting and Speaking Students develop Problem Solving by considering potential solutions to environmental and sustainability challenges. Adapting develops as they consider how food and menu choices could change in response to seasonality, availability or environmental concerns. Speaking develops through debating and justifying different food-production and consumer choices.			
			



Careers: Sustainable Food Consultant, Agricultural Scientist and Food Sourcing Manager

A Sustainable Food Consultant helps organisations reduce the environmental impact of food production and service. An Agricultural Scientist investigates farming and food-production methods, while a Food Sourcing Manager makes decisions about where ingredients are obtained, balancing quality, cost, availability and responsible production.

Students become more informed consumers who can think critically about where food comes from, how it is produced and the consequences of different purchasing decisions. They also develop practical awareness of how choices such as using seasonal ingredients, reducing waste and planning meals carefully can contribute to more responsible food consumption. Students strengthen critical thinking, comparison, evaluation, evidence-based decision-making, communication and the ability to consider an issue from multiple perspectives.

	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 materials. • Department resources on food provenance, farming methods and sustainability. • Case studies comparing local and global food systems. • Seasonal-food and ingredient-sourcing activities. • Food-waste and environmental-impact resources. • Examination-style sustainability questions. • Food – A Fact of Life and wider department resources already identified within the curriculum		Students are assessed through written work, retrieval practice, research tasks and examination-style questions on food provenance, sustainability, seasonal foods and factors affecting food choice. Practical work continues to assess how successfully students apply informed choices alongside accurate and independent food preparation. Substantive Knowledge: Students demonstrate understanding of food provenance, seasonal produce, farming methods, sustainability, local and global food systems, food waste and environmental impact. Disciplinary Knowledge: Students demonstrate their ability to compare food-production systems, evaluate environmental and ethical implications and justify more sustainable food and ingredient choices using relevant evidence.

Term 5

Topic



Recipe Development, Adaptation and Customer Requirements



Big Picture

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

Term 5 begins the Recipe Development and Menu Planning phase of the Year 10 course. The curriculum groups Terms 5 and 6 together, so for this term the emphasis is placed on recipe adaptation, development, customer requirements and evaluation, before Term 6 moves more fully into menu planning, action planning, budgeting and costing.

Students learn that professional food preparation is not simply about following existing recipes. Chefs and food businesses frequently need to adapt dishes for particular customers, dietary needs, occasions and practical constraints. Students therefore develop their ability to make informed decisions about ingredients, cooking methods, flavour, presentation and nutritional suitability.

The key progression from KS3 is from making simple adaptations to explaining and justifying why a particular adaptation is appropriate for a specific user or context.



Zoom In

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

Students begin by revisiting the idea of recipe adaptation before developing a more sophisticated understanding of how and why recipes are changed.

Across the term, students explore questions including:

- Why might a recipe need to be adapted?
- How can a recipe be changed for a particular dietary requirement?
- How do customer needs influence ingredient choice?
- How can age, health, lifestyle or preference influence a dish?
- How can ingredients be substituted without undermining the success of the recipe?
- How might an adaptation affect flavour, texture, appearance or nutritional value?
- How can cooking methods be changed to improve a dish?
- What makes a recipe suitable for a particular customer or occasion?
- How can practical trials help us improve a recipe?
- How can we evaluate a dish using professional criteria rather than personal preference?
- How do we justify an adaptation using nutritional and technical knowledge?

Students examine how chefs make decisions about ingredients, flavours, presentation and cooking methods when adapting and developing recipes.

They increasingly recognise that adaptations can affect several aspects of a dish at once. Changing an ingredient may influence:

- nutritional value;
- flavour;
- texture;
- appearance;
- cooking method;
- cost;
- suitability for the intended consumer.

Students therefore need to consider the consequences of their decisions, rather than assuming that any substitution will work equally well. Practical work gives students opportunities to trial and refine ideas, using the practical techniques developed across KS3 and earlier Year 10 terms. They increasingly make decisions independently about the most appropriate ingredients, equipment and methods. Evaluation also becomes more demanding. Students use professional criteria and propose specific improvements, rather than relying on statements such as “I liked it” or “it tasted good”. The Year 10 curriculum explicitly expects students to critically evaluate dishes and justify improvements.

Substantive knowledge develops through students' understanding of recipe development, adaptation, dietary requirements, customer requirements, ingredient substitution, cooking methods, presentation and evaluation. Applied and disciplinary knowledge develops as students adapt dishes for specific users, justify ingredient and method choices, trial practical solutions and evaluate outcomes against clearly defined requirements.

Key vocabulary includes adaptation, development, customer requirement, dietary requirement, substitution, suitability, functionality, presentation, evaluation, justification, refinement and criteria.

 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>
This term draws directly upon the recipe-adaptation journey developed throughout KS3. In Year 7, students learned to follow recipes accurately and began making informed food choices using their developing understanding of balanced diets. In Year 8, students moved towards adapting individual ingredients, considering how changes could affect the success and nutritional value of a dish. By Year 9, students were adapting recipes for a specific requirement, such as age or allergy, and were expected to justify those changes using nutrition and food knowledge. Year 10 now raises the level of challenge again. Students are expected to consider multiple customer requirements simultaneously and justify choices using nutritional, practical and increasingly commercial reasoning.	Students are challenged to move from making obvious substitutions towards designing purposeful adaptations that balance several competing requirements. More confident students consider whether a proposed change affects: • nutritional suitability; • ingredient function; • flavour and texture; • presentation; • practical complexity; • sustainability; • cost and availability. They are expected to justify their choices using technical knowledge, which is explicitly identified within the Year 10 curriculum. Students also develop more sophisticated evaluation by comparing the finished dish with its intended purpose and customer rather than judging it solely on personal preference.

		This is an important step towards Year 11, where students will need to interpret a vocational brief and independently decide which dishes and adaptations provide the strongest response.	
	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 Term 6, where recipe development expands into menu planning, action planning, costing and budgeting. It also provides a major foundation for the Year 11 NEA. Students will be required to respond to a vocational brief, research possible solutions and select, prepare and evaluate dishes that meet the needs of an intended customer. The Year 11 curriculum expects students to interpret a brief, evaluate possible solutions and justify choices using nutritional, practical and commercial considerations.		Students develop a stronger understanding of product and recipe development within the food industry. Recipes used by restaurants, catering businesses and food manufacturers often go through repeated stages of testing, evaluation and refinement before they are considered suitable for customers. A successful dish may need to balance several factors, including: - customer expectations, nutrition, cost, consistency, presentation, preparation time and ingredient availability. - Students therefore begin to recognise that recipe development is both a creative and commercial process. This also helps them see evaluation differently: professional evaluation exists to improve a product and make it more suitable for its intended market, rather than simply record whether somebody enjoyed eating it.	
	Authentic connections <i>How does this topic connect to real life, careers, other subjects and important values?</i>		
Students develop greater confidence in their own decision-making and creativity as they begin to take ownership of how dishes are developed rather than simply reproducing established recipes. Students consider the needs of people whose dietary requirements, preferences or circumstances may differ from their own. This encourages them to approach food planning with respect and recognise the responsibility involved in preparing food appropriately for others. There are strong links with Science through ingredient function, nutrition and changes during cooking; Mathematics through quantities, portions and adaptation; and Business through customer requirements and product development.			
Careers Framework Skills: Creativity, Adapting and Problem Solving Students develop Creativity through generating and refining possible recipe solutions. Adapting is central as they alter recipes to meet defined customer requirements. Problem Solving develops as they balance nutritional, technical and practical factors when deciding how a dish should be changed.			
Careers: Product Development Chef, Food Product Developer and Food Stylist A Product Development Chef creates and tests dishes for consumers or businesses. A Food Product Developer considers how ingredients, nutrition and production requirements can be combined within a successful food product, while a Food Stylist focuses on how dishes are presented and visually communicated.			









Students develop the confidence to adapt recipes intelligently when cooking at home, whether responding to dietary needs, available ingredients, budget or personal circumstances. They learn that recipe adaptation is most successful when decisions are based on knowledge and purpose, rather than random substitution. Students strengthen creativity, decision-making, analysis, evaluation, problem solving and the ability to justify choices using relevant evidence.



Resources

What books, websites, videos and materials will support our learning?

- NCFE Level 1/2 Technical Award in Food and Cookery course materials.
- Department recipe-development and adaptation resources.
- Practical recipe trials and comparison activities.
- Customer-profile and dietary-requirement scenarios.
- Evaluation and sensory-analysis materials used by the department.
- Exam-style questions and vocational scenarios.
- Good Food and Food – A Fact of Life resources identified within the curriculum.



Assessment

How will we show what we know, remember and can apply?

Students are assessed through written assignments, planning documentation, practical recipe development and examination-style questions. Assessment increasingly focuses on whether students can make and justify decisions rather than simply recall knowledge.

Substantive Knowledge: Students demonstrate understanding of recipe adaptation, customer and dietary requirements, ingredient selection, cooking methods, presentation and evaluation.

Disciplinary Knowledge: Students demonstrate their ability to adapt and develop dishes for specific users, justify choices using nutritional and technical knowledge and critically evaluate the finished outcome against the intended requirements.

Term 6

Topic



Menu Planning, Action Planning, Costing and Budgeting



Big Picture

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

Term 6 completes the Year 10 Recipe Development and Menu Planning phase by moving students from adapting individual dishes towards planning a more complete food offer for a particular customer, occasion or context.

Students develop their understanding of menu planning, action planning, budgeting and costing, while continuing to apply knowledge of nutrition, practical skills, customer requirements and recipe development. The Year 10 curriculum specifically identifies these as the commercial and organisational considerations students should understand before progressing into Year 11.

The key progression is that students are no longer simply asking, “Is this dish suitable?” They now need to consider whether a complete menu is nutritionally appropriate, practically achievable, financially realistic and suitable for the intended customer or occasion.



Zoom In

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

Students begin by revisiting recipe development from Term 5 before considering how individual dishes can be combined into a coherent menu.

Across the term, students explore questions including:

- What makes a successful menu?
- How do customer requirements influence menu choices?
- How can nutritional balance be considered across several dishes?
- How can dietary requirements affect menu design?
- How do flavour, texture and presentation work together across a menu?
- What is an action plan and why is it important?
- How can practical tasks be sequenced efficiently?
- How can dovetailing improve a practical plan?
- How is the cost of a dish or menu calculated?
- How can a menu remain within a defined budget?
- How do cost, nutrition and customer expectations sometimes compete with one another?
- How can we justify a menu using nutritional, practical and commercial evidence?

Students learn that successful menu planning requires consideration of customer needs, dietary requirements, nutrition, practical skill, presentation and occasion. The curriculum also introduces a stronger commercial dimension. Students develop their understanding of budgeting and costing, recognising that food businesses need to balance quality and customer satisfaction with financial viability. The existing curriculum explicitly expects students to consider the financial aspects of catering and event planning. Students build upon the time-management and dovetailing work developed earlier in Year 10 by producing increasingly detailed action plans. These plans should consider the sequence of practical tasks, use of equipment and how multiple components can be completed efficiently. Students therefore bring together several different areas of course knowledge:

nutrition + customer requirements + practical techniques + organisation + cost + evaluation.

Substantive knowledge develops through students' understanding of menu planning, action planning, customer requirements, budgeting, costing, portioning, practical sequencing and commercial considerations. Applied and disciplinary knowledge develops as students design menus for particular customers or occasions, plan how those dishes could be produced, calculate and interpret costs and justify their decisions using nutritional, practical and commercial evidence.

Key vocabulary includes menu planning, action plan, dovetailing, customer requirement, budget, costing, portion, financial viability, sequence, occasion, suitability, justify and commercial.

 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 draws together learning from the whole KS3 and Year 10 curriculum. At KS3, students progressively moved from following recipes in Year 7, to adapting individual ingredients in Year 8, to planning and adapting a dish for a specific requirement in Year 9. This means that students already understand that food needs to be suitable for the person it is intended for. Year 10 now extends this from one dish to a complete menu. Earlier Year 10 learning also feeds directly into this term: Term 1 provides the food-safety knowledge required to plan safe preparation. Term 2 provides the nutritional knowledge needed to analyse menu balance. Term 3 develops time management and dovetailing. Term 4 introduces provenance, sustainability and informed food choice. Term 5 develops recipe adaptation and customer requirements. The Year 10 curriculum itself expects students to move into menu planning with secure understanding of recipe adaptation, customer needs and practical organisation.	Students are challenged to balance several competing factors at once. A menu might be nutritionally strong but too expensive. It might suit the customer but require too many complex processes to complete within the available time. It might look appealing but lack variety in flavour, texture or cooking method. More confident students therefore evaluate menu choices against several criteria, including: • customer need; • nutritional balance; • dietary requirements; • cost; • practicality; • preparation time; • cooking techniques; • presentation; • sustainability; • occasion. The strongest students justify decisions using nutritional, practical and commercial reasoning, which is exactly the higher-level thinking identified in the Year 10 curriculum.
 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 is deliberately positioned as the final preparation for Year 11. At the start of Year 11, students revisit menu planning, action planning and nutritional analysis before beginning the NEA. They must then interpret a vocational brief, conduct research and planning, prepare and present dishes and evaluate how successfully their work meets the intended customer's needs. This makes Term 6 especially important because students are rehearsing many of the same processes in a more supported context: interpret requirements → select dishes → justify choices → create an action plan → manage practical work → evaluate suitability.	Students begin to understand menus as commercial products, not simply lists of food. Restaurants, cafés, catering businesses and event providers need to consider who their customers are, what they are likely to want, what ingredients cost, what equipment and staff are available and whether dishes can be produced efficiently. Students therefore recognise that menu planning sits at the intersection of food, nutrition, business and hospitality.

The Year 11 assessment also requires students to demonstrate planning, organisation, independence and justified decision-making, so these habits need to be secure before the NEA begins.	Budgeting also develops an important real-life dimension. Whether somebody is running a restaurant or planning meals at home, financial limitations affect the food choices that can realistically be made.
 Authentic connections <i>How does this topic connect to real life, careers, other subjects and important values?</i>	
Students develop confidence through seeing how much knowledge they can now combine within a single decision. Menu planning encourages them to exercise creativity while working within realistic constraints. Students consider the needs of different customers and recognise that food provision should be inclusive and appropriate for a range of dietary, cultural and personal requirements. They also recognise that financial constraints can affect food choices and that planning carefully can help people make better use of available resources. There are particularly strong links with Mathematics through costing, budgeting, quantities and portions; Business through customer needs and financial viability; and English through justification and evaluative writing. Careers Framework Skills: Planning, Leadership and Problem Solving Students develop Planning through constructing menus and detailed action plans. Leadership develops through taking ownership of practical and organisational decisions. Problem Solving is strengthened as students balance customer needs, cost, nutrition and practical constraints. Careers: Menu Developer, Catering Manager and Hospitality Entrepreneur A Menu Developer designs menus to meet customer, nutritional and commercial needs. A Catering Manager coordinates food provision, budgets, staffing and practical delivery, while a Hospitality Entrepreneur may need to create commercially viable menus as part of running a food business. Students develop highly practical knowledge about planning meals, budgeting, costing ingredients and organising cooking efficiently. These are valuable skills whether students progress into hospitality or simply need to plan and prepare food independently in adult life. Students strengthen numerical reasoning, planning, organisation, commercial awareness, decision-making, time management and the ability to justify choices using several forms of evidence.	
 Resources <i>What books, websites, videos and materials will support our learning?</i> • NCFE Level 1/2 Technical Award in Food and Cookery course materials. • Department menu-planning and action-planning templates. • Costing and budgeting activities. • Customer and occasion scenarios. • Nutrition and dietary-requirement resources from earlier Year 10 study. • Practical menu-planning exemplars. • Examination-style and vocational scenario questions.	 Assessment <i>How will we show what we know, remember and can apply?</i> Students are assessed through planning documentation, written assignments, examination-style questions and practical food-assessment tasks. The Year 10 curriculum includes three practical food assessments across the year specifically to prepare students for the Year 11 NEA. Substantive Knowledge: Students demonstrate understanding of menu planning, action planning, budgeting, costing, customer requirements, practical sequencing and commercial considerations.



- Good Food, Food – A Fact of Life and NHS Eatwell Guide resources identified within the existing curriculum.

Disciplinary Knowledge: Students demonstrate their ability to design a suitable menu, plan its practical production, calculate and respond to costs and justify choices using nutritional, practical and commercial evidence.