

Food and Cookery Curriculum Intent

Year 7



The KS3 Food and Cookery curriculum at New Line Learning Academy develops students as safe, confident and increasingly independent cooks, combining practical cooking with a growing understanding of nutrition, healthy eating, food safety and informed food choices. Students develop skills progressively across KS3, with practical work becoming increasingly challenging as their confidence, technical ability and independence grow.

In Year 7, students establish essential foundations in kitchen safety, hygiene, knife skills and basic food preparation. Through dishes including Fruit Fusion, Pizza Toast, Savoury Flapjack, Fruit Smoothies and Mini Fruit Cakes, they learn to use equipment safely, follow recipes accurately and apply fundamental techniques such as the Bridge Hold and Claw Grip, grilling and baking. They also begin exploring balanced diets, food origins and seasonality.

In Year 8, students broaden their practical repertoire through mainly savoury and nutritious dishes including Couscous Salad, Cheese Scones, Macaroni Cheese and Toad in the Hole. They develop more demanding techniques such as rubbing-in, sauce making and batter preparation, alongside boiling, simmering, grilling and baking. Their theoretical understanding develops through the Eatwell Guide, healthy food choices and food-poisoning prevention.

By Year 9, students work with greater independence and tackle increasingly complex dishes including Dough Base Pizza, Lasagne, Cheesecake and Jam Tarts. They refine techniques including pastry making, roux sauce preparation and the creaming method, while developing their understanding of nutrition, food science, functional properties, budgeting and the environmental impact of food. Students increasingly plan, adapt and evaluate their cooking rather than simply following instructions.

Across KS3, students therefore progress from learning how to work safely and follow simple recipes to making increasingly independent and informed decisions about food and cooking. The curriculum provides a deliberate foundation for KS4 Food and Cookery, while also equipping every student with valuable life skills: the confidence to prepare food from scratch, understand the principles of healthy eating and make informed choices about the food they prepare and consume.

Topic 1



Kitchen Safety and Essential Practical Skills



Big Picture

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

This topic introduces students to Food and Cookery at KS3, establishing the essential knowledge, routines and practical skills required to work safely and confidently in a kitchen. Students learn that successful cooking begins with understanding hygiene, safety, equipment and careful food preparation, rather than simply following a recipe.

Through practical activities including Fruit Fusion and Pizza Toast, students begin developing confidence with ingredients and equipment while learning fundamental knife skills, including the Bridge Hold and Claw Grip. These dishes provide a purposeful context for learning how to prepare ingredients safely and accurately rather than practical work being simply about producing a finished dish. The wider Year 7 curriculum goes on to include Savoury Flapjack, Fruit Smoothies and Mini Fruit Cakes as students broaden their practical experience.

Students begin to understand their responsibility for creating a safe working environment and develop the routines that will underpin all future practical Food lessons.



Zoom In

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

Students begin by learning the expectations of the Food room and identifying common hazards and risks within a kitchen environment. They establish appropriate personal hygiene and kitchen routines and learn why these procedures are necessary for keeping themselves and others safe.

Across the topic, students explore questions including:

- What makes a kitchen safe or unsafe?
- Why is personal hygiene important when preparing food?
- How should food be stored and handled safely?
- How can we use kitchen equipment safely and responsibly?
- What is the difference between a hazard and a risk?
- How do the Bridge Hold and Claw Grip make knife use safer?
- How can ingredients be cut accurately and consistently?
- How do we organise ourselves before beginning a practical task?
- How can we follow a recipe accurately and in the correct sequence?
- How do we know whether our finished food has been prepared successfully?

Health and safety is central. Students learn appropriate hygiene routines, safe food storage and safe working practices, establishing behaviours that will be revisited throughout KS3 and developed into more formal food-safety knowledge at KS4. Practical work introduces essential knife control through the Bridge Hold and Claw Grip, particularly when preparing fruits and vegetables. Students learn that these techniques support both safety and accuracy.

Through Fruit Fusion, students practise safe preparation, knife skills and accurate cutting while becoming familiar with the organisation and routines of practical Food lessons. Pizza Toast develops these foundations further while introducing students to the safe use of equipment and the basic cooking method of grilling. As the wider unit progresses, students also encounter ovens, hobs and blenders and develop knowledge of methods including grilling and baking.

From the beginning, students are encouraged not only to complete practical processes but to explain why particular safety procedures and techniques are used. This begins developing the applied thinking they will need as the curriculum progresses.

Substantive knowledge is developed through students' understanding of personal hygiene, kitchen hygiene, food storage, hazards, risks, safe equipment use, knife safety, Bridge Hold, Claw Grip, grilling and practical organisation. Applied and disciplinary knowledge develops as students follow safe routines, select and use equipment appropriately, apply knife techniques accurately and follow a recipe in the correct sequence to produce a successful outcome.

Key vocabulary includes hygiene, contamination, hazard, risk, storage, equipment, Bridge Hold, Claw Grip, preparation, ingredients, recipe, method, grill, safety and accuracy.

 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>
As students enter Year 7 from a range of primary schools, their previous experience of practical cookery will vary considerably. Some may already have prepared food at home or school, while others may have very limited experience of using kitchen equipment independently. The topic therefore establishes a shared foundation for everyone. Students draw upon everyday knowledge of washing hands, cleanliness, following instructions and recognising potentially dangerous objects or situations, but these ideas are now developed within a specialist Food environment. The emphasis is deliberately on securing routines and techniques correctly from the beginning so that later practical work can build upon consistent expectations for safety, organisation and independence.	Students move beyond simply remembering kitchen rules towards explaining why those rules exist and what could happen if they are not followed. During practical work, students are challenged to demonstrate increasing control and consistency. Rather than simply cutting ingredients, for example, they consider whether pieces are prepared accurately and appropriately for the dish. More confident students begin identifying hazards independently, explaining appropriate ways to reduce risk and organising their practical workspace with less teacher direction. Students are also encouraged to begin evaluating practical outcomes using specific criteria such as preparation, accuracy, appearance and successful application of the technique rather than simply saying that a dish “tastes nice”.
 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 topic establishes some of the most important foundations in the entire Food curriculum. Safe working, personal hygiene, equipment use, following recipes and practical organisation will be revisited and developed throughout Years 7–9. Later in KS3, students will progress from following established safety routines towards understanding and eventually writing risk assessments for specific recipes, while practical work becomes increasingly complex and independent. The importance of these foundations becomes particularly clear at KS4. The Year 10 course explicitly expects students to arrive with an understanding of basic food hygiene and safety, personal hygiene, safe equipment use and	Students begin to understand that the safety expectations used in the classroom reflect practices required wherever food is prepared for other people. Clean working environments, personal hygiene, safe storage and careful equipment use are important in homes but become particularly significant within restaurants, cafés, schools, hospitals, food manufacturing and hospitality businesses, where mistakes can affect large numbers of people. Students also begin to encounter the wider idea of where food comes from and seasonality, which the original Year 7 curriculum identifies as an introductory element because of its increasing importance within the wider world. These

maintaining a clean working environment. Year 10 then develops this foundation into food legislation, formal risk assessment, HACCP, COSHH, contamination and food poisoning.

This means the safety routines introduced here are not isolated Year 7 rules; they are the first stage of a progressively more sophisticated understanding of safe professional food preparation.

ideas will later develop into the more sophisticated KS4 study of food provenance, seasonal produce and sustainability.



Authentic connections

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

Students develop confidence and independence through successfully preparing food for themselves. For students with limited previous cooking experience, mastering basic kitchen routines and techniques can develop a strong sense of personal achievement. Students recognise that safe food preparation is a responsibility to other people as well as themselves. Hygiene, contamination prevention and safe equipment use demonstrate consideration for everyone sharing a kitchen or eating the food produced. Students also begin to recognise that food has origins beyond the supermarket and that availability can be influenced by season and provenance, providing foundations for later consideration of responsible food choices. There are links with Science through hygiene, contamination and the effects of heat during cooking; Mathematics through following quantities, portions and practical accuracy; and English through reading and following recipes, instructions and sequencing language.

Careers Framework Skills: Listening, Planning and Teamwork

Students develop Listening by following demonstrations and safety instructions carefully. Planning develops as they organise ingredients, equipment and the sequence of a practical task. Teamwork is strengthened through sharing the kitchen environment responsibly, maintaining safe communal spaces and supporting efficient practical working.



Careers: Commis Chef, Kitchen Assistant and School Cook

Students explore how a Commis Chef develops foundational food-preparation skills while working safely within a professional kitchen; how a Kitchen Assistant supports hygiene, preparation and organisation; and how a School Cook prepares food safely for large numbers of people while maintaining high standards of cleanliness and food handling.

The knowledge developed in this topic has immediate application beyond the classroom. Students learn how to prepare simple food safely, use knives more confidently, follow instructions and maintain a hygienic workspace. These are fundamental life skills that support students in becoming increasingly independent cooks and informed consumers – an ambition that continues into the KS4 Food and Cookery curriculum. Students develop organisation, responsibility, attention to detail, practical confidence, communication and the ability to follow a sequence accurately. They also begin developing the independence and problem-solving skills required for increasingly complex practical work.



Resources

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



Assessment

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

- Department Year 7 Food and Cookery practical resources.
- Fruit Fusion and Pizza Toast recipes and demonstrations.
- Teacher demonstrations of Bridge Hold and Claw Grip.
- Kitchen health and safety guidance and classroom routines.
- Department equipment and visual safety resources.
- Recipe sheets and practical sequencing materials.
- Ingredients and equipment identified for the existing practical activities.
- Existing department resources introducing food origins and seasonality.

Formative assessment takes place through questioning, retrieval and observation during practical work. Students demonstrate their ability to follow kitchen safety routines, use equipment appropriately and apply essential knife and preparation skills safely and accurately.

Substantive Knowledge: Students demonstrate understanding of kitchen and personal hygiene, hazards and risks, safe food storage, equipment safety, knife techniques and basic cooking methods.

Disciplinary Knowledge: Students demonstrate their ability to work safely and hygienically, follow a recipe, apply the Bridge Hold and Claw Grip appropriately and organise themselves effectively during practical food preparation.

Topic 2



Healthy Eating, Balanced Diet and Developing Practical Skills



Big Picture

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

This topic builds upon the safe working practices established in Topic 1 and begins to develop students' understanding of healthy eating and balanced food choices. Students consider that food does more than satisfy hunger: the foods we choose contribute to health, growth and wellbeing, and different foods have different roles within a balanced diet.

Alongside this developing nutritional understanding, students continue to build their practical confidence by following recipes and using kitchen equipment safely and appropriately. The Year 7 curriculum is designed to establish foundational knowledge in nutrition alongside practical competence, so students begin making connections between what they cook, how they cook it and the foods they choose to eat.

The topic therefore develops two connected strands: understanding what makes a balanced diet and becoming a more confident, organised and independent cook.



Zoom In

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

Students begin by considering what we mean by a balanced diet and why eating a variety of foods is important. They explore different types of food and begin developing the nutritional vocabulary needed to describe and discuss healthy eating accurately.

Across the topic, students explore questions including:

- What do we mean by a balanced diet?

- Why do we need to eat a variety of different foods?
- How can we make more informed choices about what we eat?
- How can the ingredients within a dish contribute to a balanced diet?
- Why are portion and variety important when thinking about healthy eating?
- How do we select the correct equipment for a practical task?
- Why is following a recipe in the correct sequence important?
- How can we organise our ingredients and equipment before cooking?
- How can we work more independently while maintaining good hygiene and safety?
- How can we evaluate whether a practical outcome has been successful?

Students revisit the hygiene and safety routines established in Topic 1 so that these become normal working habits rather than knowledge that is taught once and forgotten. During practical work, students develop their ability to read and follow recipes, identify the equipment required and carry out instructions in an appropriate sequence. They continue using the knife and preparation skills introduced previously while becoming more confident in handling ingredients.

The wider Year 7 unit includes practical experiences such as Savoury Flapjack, Fruit Smoothies and Mini Fruit Cakes, alongside the Fruit Fusion and Pizza Toast introduced earlier. These provide opportunities for students to broaden their experience of ingredients, equipment and practical processes. Students also become familiar with a wider range of kitchen equipment. The Year 7 curriculum specifically identifies the safe use of hobs, ovens and blenders, alongside basic cooking methods including grilling and baking. Importantly, students begin connecting practical cooking to nutritional understanding. Rather than viewing healthy eating as a separate theory lesson, they consider the ingredients within the dishes they prepare and begin explaining how food choices can contribute towards a balanced diet.

Substantive knowledge is developed through students' understanding of balanced diet, healthy eating, food choice, ingredients, recipes, equipment, hygiene, cooking methods and practical organisation. Applied and disciplinary knowledge develops as students use their understanding of healthy eating to discuss food choices, select and use appropriate equipment, follow recipes accurately and work with increasing independence during practical tasks.

Key vocabulary is introduced and revisited throughout the topic, including balanced diet, healthy eating, food choice, ingredients, portion, recipe, method, equipment, preparation, baking, grilling, hygiene and nutrition.

 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>
Topic 1 established the essential routines required for students to work safely within the Food room. Students should understand the importance of personal and kitchen hygiene, safe food handling and storage, identifying hazards and risks and using equipment responsibly.	Students are challenged to move beyond identifying foods as simply “healthy” or “unhealthy” and towards explaining how different foods can contribute to an overall balanced diet. During practical work, students are expected to become increasingly independent in selecting equipment, organising their workspace and following

They have also been introduced to the Bridge Hold and Claw Grip and have begun following simple recipes and practical instructions. Topic 2 builds directly upon these foundations. Students are now expected to require less prompting about routine safety and organisation so that greater attention can be given to food choices, nutrition and developing practical competence. This also begins establishing knowledge that the KS4 curriculum explicitly expects students to bring with them: an introductory understanding of healthy eating, food groups and the importance of a balanced diet, alongside experience of following recipes and using kitchen equipment safely.	the sequence of a recipe rather than relying upon each individual instruction being provided by the teacher. More confident students begin making connections between ingredients and nutritional choices, explaining how a dish might contribute to a balanced diet and suggesting sensible changes where appropriate. Evaluation also becomes more precise. Students consider specific features of their practical outcome and begin suggesting justified improvements rather than simply stating whether they liked the finished dish.confidence in the manufacturing process.
 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 nutritional foundations established here will be developed significantly throughout KS3. Students will encounter the Eatwell Guide more explicitly as the curriculum progresses and increasingly apply nutritional knowledge when following, adapting and eventually planning recipes. By Year 9, students will be expected to adapt food for particular requirements, before KS4 develops this knowledge into a much deeper study of food groups, nutrients, dietary requirements, healthy eating and menu planning. The importance of this progression is explicit within the Year 10 curriculum. Students are expected to arrive at KS4 already familiar with the Eatwell Guide, main food groups and the importance of a balanced diet. Year 10 can then progress into the functions and sources of nutrients and how nutritional recommendations influence food choices and menus.	Students begin to understand that advice about healthy eating is designed to help people make informed choices about the overall pattern of their diet, rather than categorising individual foods as simply good or bad. This also develops students' understanding of food as part of everyday decision-making. Choices about meals can be influenced by available ingredients, preferences, cooking skills and the equipment available. The wider Year 7 curriculum also introduces food origins and seasonality, helping students begin to recognise that the foods available to us have been grown, produced and transported before reaching the kitchen. These introductory ideas provide foundations for the later curriculum, where students consider food provenance, food choice, sustainability and the wider impact of food production.
 Authentic connections <i>How does this topic connect to real life, careers, other subjects and important values?</i>	
Students develop confidence in making decisions about food and recognise that cooking is a practical skill they can continue developing throughout their lives. Producing increasingly successful dishes helps students recognise their own growing competence and independence. Students consider how food choices can influence health and wellbeing and begin taking greater responsibility for decisions about what they eat. Shared practical work also reinforces respect for communal equipment and the importance of maintaining a safe and hygienic environment for everyone. There are strong connections with Science through healthy	

eating, nutrition and the physical changes that occur during cooking. Mathematics supports weighing, measuring, quantities and portions, while English is developed through accurately reading recipes, sequencing instructions and using subject-specific vocabulary.

Careers Framework Skills: Planning, Listening and Problem Solving

Students develop Planning by organising ingredients, equipment and the stages of a recipe before beginning practical work. Listening develops through following demonstrations and responding accurately to practical instructions. Problem Solving develops when students encounter difficulties during cooking and need to identify an appropriate solution without compromising safety or the outcome.



Careers: Catering Assistant, Recipe Tester and Community Cook

Students explore how a Catering Assistant helps prepare ingredients and dishes efficiently within a professional food environment; how a Recipe Tester follows recipes carefully and evaluates whether instructions produce consistent outcomes; and how a Community Cook may prepare balanced, accessible meals for different groups of people.

Students develop knowledge they can apply directly when making everyday decisions about meals and snacks. They become more confident in reading recipes, choosing equipment and preparing food with less adult support. This supports the wider aim of the Food curriculum to develop students into informed consumers and independent cooks, which remains a central ambition at KS4. Students strengthen organisation, sequencing, decision-making, practical independence, accuracy and the ability to apply knowledge rather than simply recall it.

	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>
	• Department Year 7 Food and Cookery resources. • Existing recipe sheets and practical demonstrations. • Healthy-eating and balanced-diet teaching resources used by the department. • Kitchen equipment and existing safety guidance. • Visual demonstrations supporting practical techniques. • Ingredients and equipment for the established Year 7 practical dishes. • Existing department resources relating to food origins and seasonality.		Formative assessment takes place through retrieval, questioning, written activities and observation during practical work. Students demonstrate their developing understanding of balanced diets and healthy food choices alongside increasingly safe and independent practical working. Substantive Knowledge: Students demonstrate understanding of balanced diets, healthy eating, ingredients, equipment, recipes, hygiene and basic cooking methods. Disciplinary Knowledge: Students demonstrate their ability to follow a recipe accurately, select and use appropriate equipment, work safely and independently and begin applying their understanding of healthy eating when discussing and evaluating the food they prepare.



	Big Picture <i>What are the main ideas and big questions in this topic?</i>	
This topic consolidates the Year 7 Food and Cookery journey by developing students’ ability to use a wider range of equipment, cooking methods and practical techniques with increasing confidence and independence. Building on the safety routines, knife skills and healthy-eating knowledge introduced in Topics 1 and 2, students now apply these foundations across a broader range of practical tasks. The Year 7 curriculum includes dishes such as Savoury Flapjack, Fruit Smoothies and Mini Fruit Cakes, alongside earlier work on Fruit Fusion and Pizza Toast, allowing students to practise safe use of hobs, ovens and blenders and gain experience of basic cooking methods including grilling and baking. By the end of the topic, students should be more confident in organising a practical task, following recipes accurately and explaining the techniques and equipment they have used rather than simply completing a dish.		
	Zoom In <i>What knowledge, skills and key vocabulary will we learn step by step?</i>	
Students continue to embed the safe working habits established earlier in Year 7 while broadening their practical repertoire. They learn that different dishes require different equipment, preparation methods and cooking techniques, and that selecting and using these appropriately contributes directly to the success of the final outcome. Across the topic, students explore questions including: • How do we choose the correct equipment for a practical task? • How can ovens, hobs and blenders be used safely? • What is the difference between preparing food and cooking food? • How does grilling differ from baking? • Why do different recipes require different cooking methods? • How can we organise our practical work efficiently? • How do we follow a recipe accurately without needing every step explained individually? • How can we tell when food is cooked successfully? • How can we evaluate the appearance, texture and overall success of a dish? • What practical skills have we developed across Year 7? Students continue applying Bridge Hold and Claw Grip where appropriate, reinforcing the idea that fundamental knife skills should become secure habits rather than isolated techniques. The practical focus broadens through safe use of the hob, oven and blender. Students develop confidence around heated equipment and recognise the different risks associated with each appliance. Through dishes already identified within the curriculum, students experience different practical		

demands. Fruit Smoothies develop safe blender use and preparation skills; Mini Fruit Cakes and Savoury Flapjack provide opportunities to develop oven use and baking techniques. These dishes form part of the department's established Year 7 practical sequence.

Students increasingly focus on organisation and sequencing. They prepare ingredients and equipment before beginning, follow the recipe method in the correct order and begin managing practical time more effectively. Evaluation also develops further. Students consider the finished dish using relevant criteria such as appearance, texture, preparation, cooking and accuracy, beginning to identify practical reasons for success or areas for improvement.

Substantive knowledge is developed through students' understanding of ovens, hobs, blenders, grilling, baking, preparation, cooking methods, recipes, equipment, safety, texture and practical organisation. Applied and disciplinary knowledge develops as students select and use equipment appropriately, follow a recipe in sequence, apply practical techniques safely and evaluate the quality of their finished dishes using relevant evidence.

Key vocabulary includes hob, oven, blender, grill, bake, preparation, cooking method, equipment, sequence, texture, appearance, practical skill, 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>
Students build directly upon Topics 1 and 2. They should already understand key expectations surrounding personal hygiene, kitchen safety, food storage and safe equipment use, and should be developing confidence with the Bridge Hold and Claw Grip. They have experience of following simple recipes and have begun considering the importance of balanced diets and healthy food choices. Topic 3 therefore does not restart these ideas. Instead, students are expected to apply them with less teacher prompting while focusing more closely on practical technique, cooking methods and organisation. This provides the secure foundation required for Year 8, where the curriculum expects students to build on their Year 7 knowledge of nutrition, food preparation, cooking methods and kitchen safety while working with greater independence.	Students are challenged to become increasingly independent practical cooks. They should begin selecting appropriate equipment, preparing their workspace and following the stages of a recipe without relying upon continuous teacher direction. Greater challenge comes through explaining the practical decisions being made. Students should increasingly be able to state not only what method or appliance they used, but why it was appropriate for the dish. More confident students manage their time effectively, identify potential practical problems before they affect the outcome and evaluate dishes using specific evidence about cooking, texture, appearance and technique. By the end of Year 7, students should be moving away from seeing successful cooking as simply "finishing the recipe" and towards understanding that success depends upon safe working, accurate technique, organisation and informed evaluation.
 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>

Topic 3 completes the foundational Year 7 Food journey and prepares students for the more demanding practical expectations of Year 8 Food and Cookery. Year 8 builds directly on these skills through mainly savoury and nutritious dishes and introduces a wider range of intermediate techniques, including rubbing-in, sauce making and batter preparation, alongside boiling, simmering, grilling and baking. This practical progression continues into Year 9 and then KS4, where students are expected to arrive with experience of preparing and cooking a range of dishes, following recipes, using kitchen equipment safely and applying basic methods such as baking, boiling, grilling and frying. Our intention at NLLA is to create a curriculum that cumulative: • Year 7 – safe foundations and basic techniques • Year 8 – broader methods and intermediate practical skills • Year 9 – more complex techniques, planning and adaptation • KS4 – independent application, justification and evaluation.	Students begin to understand that different cooking methods are chosen for specific reasons and can affect the texture, appearance and final quality of food. They also continue developing their awareness of food origins and seasonality, which the Year 7 curriculum introduces as part of students' foundational understanding of the wider world of food. As practical confidence grows, students start to recognise that the equipment and routines used in the school kitchen reflect processes used across the wider food and hospitality industry, albeit on a smaller scale. This helps establish an important idea for later study: cooking involves a combination of technical skill, knowledge, safety and decision-making.
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Authentic connections

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

Students develop confidence through becoming increasingly capable of preparing and cooking food independently. Completing more demanding practical tasks can help them recognise their own progress and develop pride in producing successful food outcomes. Students develop responsibility through safe use of heated and electrical equipment and recognise that careless practical behaviour can affect others within a shared kitchen. The wider Year 7 curriculum also begins to introduce food origins and seasonality, encouraging students to appreciate that ingredients are produced in different places and under different conditions. There are strong links with Science through the changes that occur when food is heated, blended or cooked; Mathematics through measurement, timing and quantities; and English through interpreting recipes and following procedural language accurately.

Careers Framework Skills: Problem Solving, Adapting and Leadership

Students develop Problem Solving when practical tasks do not progress as expected and they need to identify an appropriate solution. Adapting develops as students respond to differences in ingredients, equipment or cooking outcomes. Leadership is strengthened as students take greater responsibility for their own workstation, safe use of equipment and progress during practical lessons.



Careers: Baker, Food Preparation Assistant and Kitchen Production Operative

Students explore how a Baker uses accurate methods, timing and oven control to produce consistent outcomes; how a Food Preparation Assistant prepares ingredients and equipment efficiently before cooking begins; and how a Kitchen Production Operative follows established processes safely and accurately when producing food in larger quantities.

Students develop practical skills that can be used directly at home, including safe use of common appliances, reading recipes, managing cooking time and preparing simple dishes with greater independence. These skills help students become increasingly confident cooks rather than remaining dependent upon ready-made food or adult support. Students strengthen organisation, time management, independence, practical problem solving, accuracy, decision-making and responsibility. They also develop greater confidence in evaluating their own performance and identifying clear ways to improve.

	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>
	• Department Year 7 Food and Cookery practical resources. • Recipe sheets for the existing practical dishes, including Savoury Flapjack, Fruit Smoothies and Mini Fruit Cakes. • Teacher demonstrations for safe use of the hob, oven and blender. • Existing kitchen health and safety guidance. • Visual guides supporting cooking methods and practical sequencing. • Food – A Fact of Life resources used by the department for extending Year 7 Food knowledge. • Department practical exemplars and evaluation materials.		Students complete practical assessment focused on their ability to plan, prepare and cook safely, use equipment effectively and apply practical techniques with increasing accuracy and independence. The Year 7 assessment model also includes a final written assessment covering theoretical knowledge, processes, safety and evaluation. Substantive Knowledge: Students demonstrate understanding of basic cooking methods, equipment use, practical safety, recipes, food preparation and evaluation. Disciplinary Knowledge: Students demonstrate their ability to select and use equipment safely, follow practical processes accurately, organise their work increasingly independently and evaluate the success of their finished dishes using specific evidence.