

Food and Cookery Curriculum Intent

Year 8



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



Managing Risk and Developing Practical Cooking Skills



Big Picture

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

This topic builds upon the practical cooking skills and health and safety knowledge established in Year 7. Students move beyond simply following kitchen safety rules and begin to develop a more considered understanding of risk within food preparation, recognising potential hazards and considering how these can be controlled.

Alongside this, students develop a wider range of intermediate practical cooking skills through predominantly savoury and nutritious dishes. They revisit familiar techniques such as safe knife use, oven and hob use, but are increasingly expected to apply these with greater confidence, accuracy and independence. The Year 8 curriculum specifically builds upon students' prior understanding of nutrition, food preparation, cooking methods and kitchen safety.

The central progression is from "I know how to work safely" towards "I can recognise risks and manage myself safely while completing more demanding practical work."



Zoom In

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

Students begin by revisiting the health, hygiene and safety expectations established in Year 7 before developing their understanding of hazards, risks and risk assessment. Rather than viewing kitchen rules as a list to remember, students consider why particular controls are necessary and how risks can change depending upon the ingredients, equipment and cooking methods being used.

Across the topic, students explore questions including:

- What is the difference between a hazard and a risk?
- How can risks within a practical Food lesson be reduced?
- Why might different recipes create different risks?
- How can we prevent contamination and food poisoning?
- How can we use knives and specialist equipment safely and accurately?
- How can we organise a practical task before cooking begins?
- How can we become less dependent upon teacher instructions?
- How do different cooking methods affect how we organise a recipe?
- How can we improve the accuracy and consistency of our practical work?
- How can we evaluate what went well and identify a meaningful improvement?

Students continue applying the Bridge Hold and Claw Grip, but Year 8 expects greater control and consistency. Knife skills increasingly become an embedded part of practical cooking rather than a technique practised in isolation. Students broaden their practical repertoire through dishes identified within the Year 8 curriculum, including Couscous Salad, Apple Crumble, Cheese Scones, Macaroni Cheese, Toad in the Hole, Fish Stack and Savoury Muffins. Through these, students encounter increasingly varied ingredients, processes and pieces of equipment.

They begin developing more demanding techniques including rubbing-in, sauce making and batter preparation and continue to develop their safe use of the hob, grill and oven. Practical organisation becomes increasingly important. Students are expected to read recipes carefully, identify the ingredients and equipment they require and begin considering the sequence and timing of different stages before practical work begins. Students also develop their understanding of food-poisoning prevention and safe food preparation, making connections between the hygiene routines established in Year 7 and the consequences of unsafe food handling.

Substantive knowledge is developed through students' understanding of hazards, risks, risk assessment, food hygiene, contamination, food poisoning, practical organisation, equipment, preparation and cooking methods. Applied and disciplinary knowledge develops as students recognise practical hazards, consider appropriate control measures, follow increasingly demanding recipes and apply existing practical techniques with greater accuracy and independence.

Key vocabulary includes hazard, risk, risk assessment, control measure, hygiene, contamination, food poisoning, preparation, equipment, cooking method, sequence, accuracy 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 enter Year 8 with the practical and safety foundations established during Year 7. They should already understand personal and kitchen hygiene, basic food storage, hazards and risks, safe knife use and safe use of common kitchen equipment. They have experience of the Bridge Hold and Claw Grip, following recipes and using equipment including ovens, hobs and blenders. They have also encountered basic cooking methods including grilling and baking and begun developing an understanding of balanced diets and healthy food choices. Year 8 now expects these routines to be increasingly automatic. Students should need less teacher prompting to wash hands, organise workspaces or use familiar equipment safely, allowing greater curriculum time to be devoted to more demanding practical techniques and deeper food knowledge.	Students are challenged to move beyond identifying hazards towards considering the level of risk and explaining how that risk can be reduced. During practical work, students increasingly organise themselves rather than waiting for each instruction from the teacher. They begin to anticipate what equipment will be needed, identify the next stage of a recipe and manage their working area efficiently. The technical challenge also increases. Students aim for greater consistency when applying established techniques and begin learning intermediate processes such as rubbing-in, sauce making and batter preparation. More confident students explain why particular methods or safety controls are appropriate and diagnose practical problems when a dish does not develop as expected.
 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 represents an important step towards the greater independence expected in Year 9. Students progress from recognising and managing risks in Year 8 towards eventually being able to write a risk assessment for a specific recipe and independently plan increasingly complex practical work. The practical techniques introduced across Year 8 also prepare students for Year 9 processes including roux sauce, dough and pastry, where successful outcomes depend upon secure foundational knowledge and accurate technique.	Students begin to recognise that risk assessment is used beyond the school Food room. Professional kitchens, food manufacturers and hospitality businesses must identify hazards and put procedures in place to protect employees and consumers. Food safety also has consequences beyond an unsuccessful practical lesson. Poor hygiene or unsafe food handling can cause food poisoning, making appropriate storage, preparation and cooking an important public-health responsibility.

This progression becomes particularly important at KS4, where food safety develops into more formal study of risk assessment, contamination, food poisoning, legislation and professional food-safety systems. Year 8 therefore strengthens the conceptual bridge between classroom kitchen rules and the more sophisticated food-safety knowledge required later.	Students therefore begin to see kitchen safety as part of a wider professional approach to food preparation rather than simply a set of school rules.
 Authentic connections <i>How does this topic connect to real life, careers, other subjects and important values?</i>	
Students develop confidence as they recognise their growing practical competence and ability to manage increasingly challenging cooking tasks with less adult support. Students recognise their responsibility to protect other people when preparing food. Hygiene and food safety are not simply personal choices; poor practice can affect anyone who consumes the food prepared. There are strong links with Science through microorganisms, contamination, food poisoning and the changes that occur during cooking. Mathematics supports measurement, quantities, timing and sequencing, while English supports accurate interpretation of increasingly detailed recipes and instructions. Careers Framework Skills: Planning, Problem Solving and Adapting Students develop Planning by organising ingredients, equipment and the sequence of increasingly complex practical tasks. Problem Solving develops as they identify hazards and respond to difficulties during cooking. Adapting develops when students need to adjust their approach in response to practical outcomes while maintaining safety. Careers: Environmental Health Officer, Food Safety Officer and Catering Supervisor Students explore how an Environmental Health Officer helps protect communities by ensuring food businesses meet appropriate safety and hygiene standards, a career specifically identified within the Year 8 curriculum. A Food Safety Officer focuses on safe food handling and reducing risks to consumers, while a Catering Supervisor helps ensure that kitchen teams work safely, efficiently and consistently. Students become more capable of identifying risks when preparing food independently at home. They develop the confidence to use familiar kitchen equipment safely and understand why appropriate hygiene and food handling matter. Students strengthen risk awareness, organisation, independence, practical problem solving, decision-making, accuracy and responsibility.	
 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 8 Food and Cookery resources and recipes. • Existing health and safety and risk-assessment materials. • Teacher demonstrations of intermediate practical techniques. • Kitchen equipment and existing safety guidance. • Recipe sheets for the department's established Year 8 dishes.	Formative assessment focuses on students' ability to recognise and manage practical risks, follow increasingly demanding recipes and demonstrate greater independence and accuracy during practical cooking.



- Visual demonstrations of the rubbing-in method, sauce making and batter preparation. - Existing department food-hygiene and food-poisoning resources.	Substantive Knowledge: Students demonstrate understanding of hazards, risks, food hygiene, food-poisoning prevention, safe equipment use and intermediate cooking techniques. Disciplinary Knowledge: Students demonstrate their ability to identify risks and appropriate controls, organise practical work safely and apply established and developing cooking techniques with increasing accuracy and independence.
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Topic 2		The Eatwell Guide, Healthy Choices and Recipe Adaptation
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	Big Picture <i>What are the main ideas and big questions in this topic?</i>
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This topic develops students' understanding of the relationship between food, nutrition and health. Building on the introductory work on balanced diets in Year 7, students now explore the Eatwell Guide in greater depth and begin applying this knowledge when considering the ingredients and dishes they prepare.

Students continue to develop their practical cooking skills through the Year 8 range of mainly savoury and nutritious dishes. However, the focus increasingly moves beyond simply following a recipe. Students begin to consider why particular ingredients are used and how recipes can be adapted, while recognising that changes to ingredients may affect the nutritional value, appearance, flavour or success of the finished dish.

The topic therefore begins an important progression from following recipes towards making informed decisions about them.

	Zoom In <i>What knowledge, skills and key vocabulary will we learn step by step?</i>
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Students develop their understanding of the Eatwell Guide and use it to consider what constitutes a varied and balanced diet. The Year 8 curriculum specifically identifies the Eatwell Guide and informed food choices as important elements alongside the practical cooking programme.

Across the topic, students explore questions including:

- What does the Eatwell Guide tell us about a balanced diet?
- Why do we need a variety of foods within our diet?
- How can we use the Eatwell Guide to make informed food choices?
- How can we analyse the ingredients within a recipe?
- Why might we want or need to adapt a recipe?
- What happens when we change an ingredient?
- How can we adapt a dish while maintaining a successful outcome?

- How can cooking methods influence the food we prepare?
- How can we justify rather than simply describe a food choice?
- How can we evaluate whether an adaptation has been successful?

Students move away from simplistic ideas of foods being either “healthy” or “unhealthy” and towards considering the overall balance and variety of foods consumed. They apply this understanding to the dishes they encounter within the Year 8 curriculum, which include Couscous Salad, Apple Crumble, Cheese Scones, Macaroni Cheese, Toad in the Hole, Fish Stack and Savoury Muffins. Students begin considering how a recipe might be adapted by changing particular ingredients. The emphasis is not on creating entirely new dishes, but on making sensible changes and considering what effect these may have.

Practical work continues to strengthen intermediate skills including rubbing-in, sauce making and batter preparation, alongside the cooking methods of boiling, simmering, grilling and baking. Students increasingly connect theory with practical work. Rather than learning the Eatwell Guide separately from cooking, they identify how the ingredients they use relate to their developing nutritional knowledge.

Substantive knowledge is developed through students’ understanding of the Eatwell Guide, balanced diet, food choice, ingredients, recipe adaptation, cooking methods and nutrition. Applied and disciplinary knowledge develops as students analyse recipes, apply the Eatwell Guide to food choices and make and justify appropriate ingredient adaptations.

Key vocabulary includes Eatwell Guide, balanced diet, nutrition, food choice, ingredients, recipe, adaptation, portion, variety, cooking method, analyse, justify and evaluate.

 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>
In Year 7, students were introduced to balanced diets and healthy food choices, alongside the practical foundations required to prepare food safely. Year 8 Topic 1 developed their independence further through more demanding practical work and a greater understanding of risk, hygiene and food-poisoning prevention. Students can therefore focus more closely on the decisions involved in food preparation. They already know how to follow a recipe; the next step is beginning to understand how and why a recipe might be changed. This knowledge also prepares students for the greater independence expected in Year 9, when recipe adaptation becomes more purposeful and students consider food in relation to specific requirements.	Students are challenged to justify their food choices using appropriate knowledge rather than relying on personal preference. Instead of saying, for example, that they would change an ingredient because they “like it better”, students begin explaining how an adaptation could affect the dish and why the change is appropriate. More confident students consider the consequences of an adaptation rather than assuming that changing an ingredient will automatically improve a recipe. They recognise that ingredients can contribute to the appearance, flavour, texture and overall success of a dish. Practical independence also continues to increase, with students expected to organise equipment, follow recipes and manage familiar processes with decreasing teacher support.

 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 an important foundation for Year 9 Food, where students will be expected to adapt recipes for more specific requirements, including factors such as age or allergy. Students will therefore need to apply nutritional knowledge rather than simply recall it. It also begins building some of the thinking required at KS4. Students will later study nutrition in substantially greater depth, including nutrients, dietary requirements, food choice and menu planning. The KS4 curriculum expects students to arrive with an introductory understanding of healthy eating and the main principles represented through the Eatwell Guide. The progression is therefore deliberate: recognise a balanced diet → use the Eatwell Guide → analyse recipes → adapt ingredients → justify choices → respond to specific dietary requirements.	Students begin to recognise that food choices are influenced by more than simply what somebody likes to eat. People make decisions about food for many different reasons, and understanding nutrition can help individuals make more informed choices. The Eatwell Guide provides students with a framework for thinking about the overall balance of food consumed, rather than judging individual dishes in isolation. Students also begin to understand that recipes are not fixed instructions that can never change. Cooks frequently adapt recipes, but successful adaptation requires an understanding of ingredients, techniques and the intended outcome. This provides an important foundation for the more sophisticated consideration of food choice and recipe development later in the curriculum.
 Authentic connections <i>How does this topic connect to real life, careers, other subjects and important values?</i>	
Students develop greater confidence in making informed choices about food and begin recognising that they can use their developing knowledge to make decisions rather than simply following instructions. Students recognise that people make different food choices and that there is not necessarily one meal or diet that suits everyone. This encourages students to respect differences in food choices while developing an evidence-informed understanding of healthy eating. There are particularly strong links with Science through nutrition, health and the role of food within the body. Mathematics supports quantities, proportions and recipe changes, while English develops through analysis, explanation and justification of food choices. Careers Framework Skills: Creativity, Problem Solving and Speaking Students develop Creativity by considering alternative ingredients and adaptations to existing recipes. Problem Solving develops as they consider how changes can be made while maintaining a successful dish. Speaking develops through explaining and justifying food choices using appropriate subject vocabulary. Careers: Nutrition Assistant, Recipe Developer and Menu Planner Students explore how a Nutrition Assistant supports informed choices about food and balanced diets; how a Recipe Developer trials and adapts recipes to achieve particular outcomes; and how a Menu Planner considers how different dishes can work together to provide appropriate choices.	



Students can apply their understanding when choosing meals, preparing food at home or considering how an existing recipe could be changed. They develop the confidence to make informed rather than purely preference-based food choices. Students develop decision-making, analysis, justification, creativity, practical independence and the ability to apply existing knowledge to a slightly different situation.

	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 8 Food and Cookery resources. • Existing Eatwell Guide teaching materials. • Year 8 recipe sheets and practical demonstrations. • Department resources supporting recipe adaptation and healthy food choices. • Practical ingredients and kitchen equipment. • Existing visual guides for rubbing-in, sauce making and batter preparation. • Food hygiene and safe-working resources.		Formative assessment focuses on students' understanding of the Eatwell Guide and balanced food choices, alongside their ability to follow and begin adapting recipes while maintaining safe and increasingly independent practical working. Substantive Knowledge: Students demonstrate understanding of the Eatwell Guide, balanced diets, food choice, ingredients, recipe adaptation and established cooking methods. Disciplinary Knowledge: Students demonstrate their ability to apply nutritional understanding to a recipe, make appropriate ingredient adaptations and begin to justify their food choices using relevant knowledge rather than personal preference alone.

Topic 3		Extending Practical Skills and Cooking Techniques
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	Big Picture <i>What are the main ideas and big questions in this topic?</i>
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This topic brings together the Year 8 Food and Cookery curriculum, with students applying their developing knowledge of food safety, nutrition and healthy choices while becoming increasingly confident practical cooks.

The emphasis is on extending students' repertoire of intermediate cooking techniques. Across Year 8, students prepare mainly savoury and nutritious dishes including Couscous Salad, Apple Crumble, Cheese Scones, Macaroni Cheese, Toad in the Hole, Fish Stack and Savoury Muffins, developing techniques including rubbing-in, sauce making and batter preparation.

Students are now expected to bring these skills together with greater independence, recognising that successful cooking requires them to manage equipment, ingredients, methods, timing and safety simultaneously.

	Zoom In <i>What knowledge, skills and key vocabulary will we learn step by step?</i>
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Students develop greater confidence in selecting and applying appropriate preparation and cooking methods. They continue to use familiar equipment such as the hob, grill and oven, but the focus increasingly moves towards using these accurately and independently.

Across the topic, students explore questions including:

- How do different cooking methods produce different outcomes?
- When should we boil, simmer, grill or bake food?
- How can we successfully use the rubbing-in method?
- How is a sauce made successfully?
- How can we prepare and cook a batter?
- Why is accuracy important when following a recipe?
- How can we organise several stages of a practical task effectively?
- How can we manage our practical time more independently?
- How can we recognise and respond to problems while cooking?
- How can we evaluate the technical success of a finished dish?

Students develop their understanding and application of the rubbing-in method, learning to combine ingredients appropriately to achieve the required outcome. They also develop experience of sauce making and batter preparation, broadening the range of practical processes they can confidently undertake. Students consolidate their understanding of boiling, simmering, grilling and baking, recognising that cooking methods are selected according to the ingredients and outcome required. Established knife skills, including the Bridge Hold and Claw Grip, continue to be applied where appropriate. By this stage, these should increasingly form part of students' normal safe working practice rather than requiring separate instruction. Practical organisation also becomes more demanding. Students read recipes in advance, identify the equipment required, follow the correct sequence and begin managing different stages of preparation and cooking more efficiently. Evaluation increasingly focuses on technical success. Students consider factors such as appearance, flavour and texture but also explain how their choice and application of practical techniques influenced the outcome.

Substantive knowledge is developed through students' understanding of rubbing-in, sauce making, batter preparation, boiling, simmering, grilling, baking, equipment, practical sequence, accuracy and quality. Applied and disciplinary knowledge develops as students select and apply appropriate techniques and cooking methods, organise increasingly demanding practical tasks and evaluate the relationship between process and final outcome.

Key vocabulary includes rubbing-in, sauce, batter, boil, simmer, grill, bake, method, technique, sequence, consistency, texture, accuracy, quality and evaluation.

	Pre-Requisite Knowledge <i>What have we already learned that will help us with this topic?</i>		Pitch Up <i>How will we challenge ourselves?</i>
	Students draw upon the practical foundations established throughout Year 7, including kitchen and personal hygiene, safe knife skills, equipment use, recipe following and introductory cooking methods.		The challenge increasingly comes from students having to manage several things at once. They need to maintain safe working practices while following a recipe, applying an appropriate technique, managing cooking times and monitoring the quality of their outcome.

Within Year 8, Topic 1 developed students' understanding of hazards, risks and food-poisoning prevention, while Topic 2 developed their knowledge of the Eatwell Guide, informed food choices and recipe adaptation. Students should therefore now be able to bring together these different strands of learning. They are not simply practising cooking techniques: they must work safely, accurately and with an understanding of the food they are producing.	Students are expected to become less dependent upon teacher direction and increasingly use the recipe and their existing practical knowledge to identify what needs to happen next. More confident students begin diagnosing why practical outcomes differ. Rather than simply identifying that a sauce is too thick or a baked product has an unsuitable texture, for example, they consider which part of the method may have contributed to the result. Evaluation therefore becomes increasingly connected to cause and effect: what did I do, what happened as a result, and what would I change next time?
 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 prepares students directly for the increased practical challenge of Year 9 Food and Cookery. Year 9 requires students to tackle more complex dishes and refine specialist processes including roux sauce preparation, dough making and pastry, alongside more independent planning and practical organisation. Students will also move towards adapting dishes for specific requirements. The progression in practical capability is therefore deliberate: Year 7: basic preparation and cooking methods Year 8: intermediate techniques and greater practical independence Year 9: more complex techniques, planning and adaptation KS4: independent application, analysis, justification and evaluation. This is particularly important because the KS4 curriculum expects students to arrive with experience of preparing and cooking a range of dishes, following recipes, using equipment safely and applying established cooking methods.	Students begin to understand that practical cooking is based upon repeatable techniques, not simply individual recipes. Learning how to make a sauce, prepare a batter or use the rubbing-in method gives students knowledge that can later be transferred to many different dishes. This is an important shift in their understanding of Food. Rather than thinking: "I know how to make Cheese Scones." students increasingly recognise: "I understand a technique that I can apply when making other foods." Students also begin recognising that professional cooks rely upon the same combination of technical knowledge, organisation, timing, accuracy and quality control, even though these processes may be applied on a much larger and more demanding scale.
 Authentic connections <i>How does this topic connect to real life, careers, other subjects and important values?</i>	

Students develop confidence through mastering increasingly demanding practical techniques. They begin to recognise themselves as more capable cooks who can draw upon existing knowledge when faced with a new recipe. Students continue developing responsibility within a shared practical environment. They recognise the importance of maintaining safe and hygienic practices even when practical tasks become more demanding or time pressured. The range of foods and dishes encountered within Food and Cookery also contributes to students' appreciation of food as an important part of different cultures and communities. The wider DT curriculum explicitly identifies foods from around the world as part of developing students' appreciation of cultural diversity. There are particularly strong links with Science through the changes that occur when ingredients are mixed, heated and cooked. Mathematics supports measurement, ratios, quantities and timing, while English develops through accurate interpretation of increasingly complex procedural instructions.

Careers Framework Skills: Adapting, Leadership and Teamwork

Students develop Adapting when practical outcomes require them to adjust their approach. Leadership develops through taking increasing responsibility for their own practical organisation and progress. Teamwork is strengthened through sharing equipment and workspace effectively and maintaining a safe working environment for others.



Careers: Pastry Chef, Development Chef and Food Production Operative

Students explore how a Pastry Chef applies precise technical processes when producing baked foods; how a Development Chef uses knowledge of ingredients and cooking techniques when developing and improving dishes; and how a Food Production Operative follows established processes accurately and consistently when preparing food on a larger scale.

Students develop a broader repertoire of techniques they can apply when cooking independently. Rather than only being able to recreate individual school recipes, they begin developing the confidence to approach unfamiliar recipes that use familiar techniques. Students strengthen independence, organisation, time management, practical problem solving, accuracy, resilience and the ability to evaluate the causes of success and failure.

 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 8 Food and Cookery resources. • Existing recipes including Couscous Salad, Apple Crumble, Cheese Scones, Macaroni Cheese, Toad in the Hole, Fish Stack and Savoury Muffins. • Teacher demonstrations of rubbing-in, sauce making and batter preparation. • Kitchen equipment and existing safety guidance. • Practical demonstrations of boiling, simmering, grilling and baking. • Existing department evaluation and practical-skills resources.	Assessment focuses on students' ability to apply intermediate cooking techniques safely and accurately, organise practical work with increasing independence and explain how the methods used influence the finished outcome. Substantive Knowledge: Students demonstrate understanding of rubbing-in, sauce making, batter preparation, boiling, simmering, grilling, baking and safe practical organisation. Disciplinary Knowledge: Students demonstrate their ability to select and apply appropriate cooking techniques, manage an increasingly demanding practical task and evaluate the technical success of their finished dish by linking the outcome to the processes used.