

Food and Cookery Curriculum Intent

Year 9



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



Risk Assessment, Planning and Independent Practical Preparation



Big Picture

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

This topic begins the final KS3 Food and Cookery project and is designed to prepare students for the greater independence expected at Key Stage 4. Students build upon the health and safety, practical cooking and nutrition knowledge developed in Years 7 and 8, but now take greater responsibility for planning, organisation and managing risk.

The Year 9 curriculum expects students to prepare and cook a wider range of nutritious savoury and sweet dishes while developing more advanced practical and technical skills. These include dishes such as Carrot Soup, Dough Base Pizza, Lasagne, Cheesecake, Marble Tray Bake and Jam Tarts, alongside specialist techniques including the creaming method, rubbing-in method, pastry making and roux sauce preparation.

The central progression is from following safe procedures towards independently identifying risks, planning practical work and preparing for more complex cooking tasks.



Zoom In

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

Students begin by revisiting hazards and risks from Year 8 and develop this further through considering how a risk assessment can be applied to a specific recipe or practical task.

Across the topic, students explore questions including:

- How do hazards and risks change depending on the recipe being prepared?
- How can we identify appropriate control measures before practical work begins?
- Why is a risk assessment useful when preparing food?
- How can we organise a more complex practical task effectively?
- Why is time planning important when several processes need to happen in one lesson?
- How can we prepare ingredients and equipment efficiently?
- Which cooking and preparation techniques do we already know, and which require further development?
- How do we manage safety while working with several pieces of equipment?
- How can we become less reliant upon step-by-step teacher direction?
- How can planning improve the quality of a finished dish?

Students continue refining the Bridge Hold and Claw Grip, but these should now be embedded within normal safe practice rather than treated as new skills. Year 9 expects students to work with greater independence, improving their organisation, knife skills, presentation and understanding of nutrition. Students also become more confident in using equipment including the blender, electrical hand whisk, oven, hob and grill, all explicitly identified within the Year 9 curriculum. A stronger focus is placed on planning before practical work begins. Students consider ingredients, equipment, method, timing and potential risks before cooking, recognising that successful practical work depends on preparation as much as execution. This begins to prepare them for more complex tasks later in Year 9, where several techniques may need to be completed within one practical session.

Substantive knowledge is developed through students' understanding of hazards, risks, control measures, risk assessment, time planning, practical organisation, equipment, knife skills and safe working. Applied and disciplinary knowledge develops as students identify risks within a specific practical task, plan an appropriate sequence of work and organise ingredients, equipment and time with increasing independence.

Key vocabulary includes hazard, risk, control measure, risk assessment, sequence, time plan, organisation, equipment, preparation, practical task, independence and efficiency.

 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 whole KS3 Food journey so far. In Year 7, they established secure foundations in kitchen hygiene, safe equipment use, knife skills and following recipes. In Year 8, they developed this into a more explicit understanding of hazards, risks, food-poisoning prevention and increasingly independent practical work. Students should therefore already understand basic food hygiene and kitchen safety and have experience of simple preparation and cooking techniques. The Year 9 curriculum explicitly identifies these as the foundations for greater independence in organisation, practical skills and nutrition. Topic 1 now asks students to move from knowing safety rules to actively planning how to manage risk within a particular practical task.	Students are challenged to move beyond identifying that something is dangerous and towards explaining how likely a risk is, what the consequence could be and how it can be controlled. They are expected to plan increasingly complex practical tasks before beginning, considering both sequence and timing. More confident students anticipate where delays or practical problems may occur and organise their method accordingly. Students are also challenged to take greater ownership of their workstation, ingredients and equipment, needing less teacher prompting to prepare safely and efficiently. This independence is important because the Year 9 curriculum expects students eventually to plan, prepare and evaluate their own final dish, applying the skills and knowledge developed across the project.
 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 more technically demanding practical work that follows, including roux sauce preparation, dough making, pastry and the creaming method. It also creates an important bridge into KS4. Students will need to arrive able to work safely, organise themselves, follow recipes and manage practical tasks with increasing independence. Year 10 then develops these foundations into more formal study of food safety, risk assessment, contamination and professional food-safety procedures. The progression is therefore: follow safety rules → identify hazards → assess risks → plan controls → organise practical work independently → apply professional food-safety thinking at KS4.	Students begin to understand that risk assessment and time planning are professional practices, not just classroom paperwork. Chefs and food businesses need to anticipate hazards, organise work efficiently and ensure food is prepared safely and on time. They also begin to see that successful cooking depends on workflow. In a professional kitchen, tasks cannot simply be completed in any order; ingredients, preparation, cooking times and equipment use need to be coordinated. This develops a more mature understanding of Food and Cookery as a technical and organisational discipline as well as a practical one.

		Authentic connections <i>How does this topic connect to real life, careers, other subjects and important values?</i>	
Students develop confidence through taking greater ownership of practical tasks and recognising that they can plan and manage increasingly complex cooking independently. Students understand that safe food preparation is a responsibility to others. Risk management, hygiene and correct equipment use protect not only the cook but anyone consuming the food. There are strong links with Science through contamination, heat and food safety; Mathematics through timing, quantities and sequencing; and English through interpreting recipes, instructions and risk-assessment language accurately. Careers Framework Skills: Planning, Leadership and Problem Solving Students develop Planning through preparing a sequence and time plan before practical work. Leadership develops as they take responsibility for their own safety, organisation and working environment. Problem Solving develops as they identify risks and anticipate practical difficulties before cooking begins. Careers: Head Chef, Catering Manager and Food Production Supervisor Students explore how a Head Chef plans and coordinates complex food preparation, how a Catering Manager organises food production and service across larger settings, and how a Food Production Supervisor manages safe working, timing and consistency within food manufacture. Students develop skills that support independent cooking at home: planning a meal, organising ingredients and equipment, anticipating safety risks and managing several stages of preparation efficiently. Students strengthen planning, organisation, independence, time management, responsibility, risk awareness and decision-making.			
		Resources <i>What books, websites, videos and materials will support our learning?</i>	
• Department Year 9 Food and Cookery resources. • Existing risk-assessment and practical-planning materials. • Recipe sheets for the established Year 9 dishes. • Teacher demonstrations of safe equipment use and practical organisation. • Kitchen safety guidance. • Time-planning and sequencing resources. • Food – A Fact of Life materials and the department’s existing Year 9 video resources.		 Assessment <i>How will we show what we know, remember and can apply?</i>	
		Formative assessment focuses on students’ ability to identify and control practical risks, plan a sequence of work and organise increasingly complex practical tasks safely and independently. Substantive Knowledge: Students demonstrate understanding of hazards, risks, control measures, risk assessment, time planning, equipment safety and practical organisation. Disciplinary Knowledge: Students demonstrate their ability to apply safety knowledge to a specific recipe, produce an appropriate practical plan and manage preparation with increasing independence and efficiency.	
Topic 2		 Advanced Practical Skills, Food Science and Nutrition	



Big Picture

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

This topic develops students' technical cooking ability through a wider range of advanced practical processes, while beginning to connect practical outcomes more explicitly to food science and nutrition.

The Year 9 curriculum includes dishes such as Carrot Soup, Dough Base Pizza, Lasagne, Cheesecake, Marble Tray Bake and Jam Tarts, with students applying more specialist techniques including the creaming method, rubbing-in method, pastry making and roux sauce preparation. They also use equipment such as the blender, electrical hand whisk, oven, hob and grill with increasing confidence and independence.

The key progression is that students should no longer only know how to complete a technique; they increasingly begin to understand why ingredients and processes behave as they do and how those choices influence the finished dish.



Zoom In

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

Students develop their practical repertoire through recipes that require more demanding combinations of equipment, preparation and cooking processes.

Across the topic, students explore questions including:

- How is a successful roux sauce made?
- How can dough be prepared and handled successfully?
- What makes pastry successful?
- How does the creaming method differ from the rubbing-in method?
- Why do different recipes require different techniques?
- What happens to ingredients during preparation and cooking?
- How do ingredients contribute to texture, structure and appearance?
- How can nutrition influence our choice of ingredients and dishes?
- How can we organise several practical processes efficiently?
- How can we identify why a practical outcome has succeeded or failed?

Students revisit the rubbing-in method from Year 8 but now apply it within more demanding contexts, including pastry. They also develop the creaming method and roux sauce preparation, broadening the bank of transferable techniques they can apply to unfamiliar dishes. Recipes such as Dough Base Pizza and Lasagne require students to coordinate several processes and pieces of equipment, increasing the demands on organisation and practical timing. Jam Tarts and Cheesecake extend students' understanding of pastry and dessert preparation, while Marble Tray Bake provides a context for applying the creaming method.

Students also begin a more detailed exploration of food science, which the Year 9 curriculum explicitly links to nutrition, functional properties and the environmental impact of food. At this stage, the emphasis is introductory: students begin recognising that ingredients perform particular functions and that cooking

processes alter food in predictable ways. Nutrition is increasingly used to inform practical thinking, rather than being treated as a separate theoretical topic. Students consider how the dishes they prepare contribute to healthy eating and begin making more informed judgements about ingredients and cooking choices.

Substantive knowledge is developed through students' understanding of roux sauce, dough, pastry, creaming, rubbing-in, functional properties, food science, nutrition, cooking methods and equipment. Applied and disciplinary knowledge develops as students independently apply increasingly advanced techniques, explain how ingredients and processes contribute to practical outcomes and use nutritional knowledge to inform judgements about food.

Key vocabulary includes roux, dough, pastry, creaming method, rubbing-in method, functional property, food science, structure, texture, consistency, nutrition, technique and precision.

 Pre-Requisite Knowledge <i>What have we already learned that will help us with this topic?</i>	 Pitch Up <i>How will we challenge ourselves?</i>
Students draw upon the practical repertoire developed throughout Years 7 and 8. They already have experience of safe knife use, grilling, baking, boiling, simmering, batter preparation, sauce making and the rubbing-in method, alongside the safe use of common kitchen equipment. Year 9 Topic 1 has also developed their ability to plan practical work and consider hazards, risks and control measures before cooking. Students are therefore ready to manage recipes that combine several techniques rather than practising one process at a time. The Year 9 curriculum expects them to work more independently while improving their organisation, knife skills, presentation and nutritional understanding.	Students are challenged to move from recipe completion towards technical understanding. Rather than simply stating that they made a roux sauce, for example, they begin to explain what they did, how the process affected the ingredients and why the final consistency was successful or unsuccessful. More confident students make increasingly precise links between method and outcome, diagnosing why pastry may have an unsuitable texture, why a sauce may have an incorrect consistency or why a baked product may differ from the intended result. They are also expected to manage increasingly complex recipes with greater efficiency and independence, coordinating equipment, timings and different cooking processes with less teacher intervention.
 Wider Framework <i>How does this learning connect to future topics and bigger goals?</i>	 Curriculum Hinterland <i>What wider knowledge will deepen our understanding of this topic?</i>
This topic provides one of the strongest bridges between KS3 and KS4 because it begins bringing together technical cooking, nutrition and introductory food science. At KS4, students will continue refining their practical skills while developing a deeper understanding of nutrition, food preparation, cooking methods and sustainability. Year 10 specifically expects students to select appropriate	Students begin to understand that food preparation is influenced by science as well as skill. Ingredients contribute particular properties to dishes, while heat, mixing and preparation processes alter their structure and behaviour. They also begin considering food within a wider context. The Year 9 curriculum connects food science and nutrition with the environmental impact of food, while also encouraging students to understand healthy lifestyles, budgeting and

equipment, manage practical tasks with increasing independence and understand the environmental impact of food choices. The progression is therefore: perform a technique → apply it independently → explain what happens → connect it to ingredient function → evaluate the outcome using technical knowledge. This will be particularly valuable later when students are expected to justify ingredient and method choices within recipe development and assessed practical work.	the benefits of cooking meals from scratch rather than relying heavily on ready meals or takeaways. This broadens Food and Cookery from “learning to cook recipes” towards understanding how science, health, cost and practical decision-making influence the food people prepare.
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Authentic connections

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

Students develop pride in mastering more sophisticated practical techniques and recognise the satisfaction that comes from understanding why a process works rather than simply following instructions. Students consider the value of preparing food from scratch and begin to recognise how food choices can affect personal health and the wider environment. They also continue encountering dishes and food traditions that broaden their understanding of food within different communities. There are particularly strong connections with Science through ingredient properties and changes during cooking. Mathematics supports ratios, measurement, scale and time management, while English develops through explaining processes and evaluating outcomes using increasingly precise technical vocabulary.

Careers Framework Skills: Problem Solving, Adapting and Creativity

Students develop Problem Solving by diagnosing practical difficulties and identifying their likely causes. Adapting develops when they modify techniques in response to the behaviour of ingredients or equipment. Creativity develops through increasingly confident practical presentation and consideration of how established techniques could be used in different dishes.



Careers: Development Chef, Food Technologist and Pastry Chef

Students explore how a Development Chef combines practical cooking with knowledge of ingredients when creating or improving food products; how a Food Technologist investigates how ingredients and manufacturing processes affect food quality and safety; and how a Pastry Chef relies upon precision and specialist techniques when producing pastry and baked products.

Students develop a broader range of techniques that allow them to prepare more complex meals independently. Understanding processes such as sauce making, dough and pastry also enables them to adapt skills to many recipes rather than only reproducing dishes learned in school. Students strengthen precision, independence, organisation, resilience, analysis and the ability to use technical knowledge to solve practical problems.

	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 9 Food and Cookery resources. • Existing recipes including Dough Base Pizza, Lasagne, Cheesecake, Marble Tray Bake and Jam Tarts. • Teacher demonstrations of roux sauce, pastry, rubbing-in and creaming methods. • Kitchen equipment and existing safety guidance. • Department food science and nutrition materials. • Practical exemplars showing different outcomes and levels of technical success. • Food – A Fact of Life and the department’s existing Year 9 video resources.		Practical assessment focuses on students’ ability to apply more advanced cooking techniques safely and independently and increasingly explain how ingredients and methods influence the finished outcome. Substantive Knowledge: Students demonstrate understanding of roux sauce preparation, dough, pastry, creaming, rubbing-in, food science, functional properties and nutrition. Disciplinary Knowledge: Students demonstrate their ability to apply specialist techniques accurately, manage increasingly complex practical tasks and use technical knowledge to explain and evaluate the success of their dishes.	
Topic 3			Recipe Adaptation, Dietary Requirements and Final Independent Dish
	Big Picture <i>What are the main ideas and big questions in this topic?</i>		
This topic brings the KS3 Food and Cookery journey to its conclusion by asking students to apply their practical, nutritional and evaluative knowledge with greater independence. Students move beyond simply preparing established recipes and begin adapting food for a specific requirement, such as age or allergy, before planning, preparing and evaluating a final dish. This is the stage where the different strands of KS3 Food come together: safe working, practical techniques, nutrition, planning, food science, organisation and evaluation. The wider Year 9 curriculum expects students to complete the project by planning, preparing and evaluating their own final dish, with more confident students demonstrating a range of advanced specialist techniques. The central progression is from following and practising to applying, justifying and evaluating.			
	Zoom In <i>What knowledge, skills and key vocabulary will we learn step by step?</i>		
Students begin by revisiting the nutritional knowledge developed across KS3 and considering why different people may require different food choices. Across the topic, students explore questions including: • Why might a recipe need to be adapted for a particular person? • How can age influence food requirements?			

- How can allergies affect ingredient choices?
- How can we adapt a recipe without losing its intended function or quality?
- How do we choose suitable alternative ingredients?
- How can nutrition and food science inform our decisions?
- How should we plan a final dish before practical work begins?
- Which practical techniques best demonstrate our skills?
- How can we manage time, equipment and ingredients independently?
- How can we evaluate whether the adapted dish meets the intended requirement?

Students consider how established recipes can be adapted for a defined need, making purposeful changes rather than altering ingredients simply through personal preference. They begin to justify decisions using their developing understanding of nutrition, ingredient function, safety and practicality. They draw upon techniques developed throughout Year 9, including roux sauce preparation, dough, pastry, creaming and rubbing-in, selecting those that are appropriate to their chosen dish rather than using techniques simply for the sake of demonstrating them. The Year 9 curriculum identifies these as specialist techniques within the final KS3 Food project.

Students also use the planning skills developed in Topic 1 to organise their practical work. They consider ingredients, equipment, sequence, timings and safety before cooking and are expected to manage familiar processes with significantly less teacher direction. The final evaluation should consider more than appearance or personal taste. Students judge whether the dish is appropriate for the intended requirement, whether the selected techniques were successful and what evidence supports their judgement.

Substantive knowledge is developed through students' understanding of recipe adaptation, dietary requirements, age, allergy, ingredient choice, nutrition, food science, practical planning and evaluation. Applied and disciplinary knowledge develops as students adapt an existing recipe for a specific requirement, justify ingredient and method choices, independently plan and prepare a dish and evaluate its success against its intended purpose.

Key vocabulary includes adaptation, dietary requirement, allergy, age, alternative ingredient, nutrition, function, justification, suitability, planning, criteria, 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 draw upon the full KS3 Food curriculum. From Year 7, they bring foundational knowledge of hygiene, safety, knife skills, equipment use, basic cooking methods and balanced diets. Year 8 developed this further through risk awareness, the Eatwell Guide, recipe adaptation and intermediate techniques.	Students are challenged to make justified decisions rather than superficial adaptations. They should be able to explain not only what ingredient they changed, but why the change is appropriate for the intended person and what effect it may have on the dish.

Within Year 9, Topic 1 developed risk assessment, planning and independent organisation, while Topic 2 strengthened specialist practical techniques and introduced more explicit links between food science, nutrition and practical outcomes. The Year 9 curriculum expects students to have secure prior understanding of food hygiene, kitchen safety and simple cooking techniques before working with greater independence and improving their organisation, presentation and nutritional understanding. Topic 3 therefore asks students to apply what they know to a specific problem, rather than simply recall knowledge in isolation..	More confident students balance several considerations at once, including nutrition, allergy or age requirement, ingredient function, flavour, texture, cost and practicality. They are also expected to plan and execute the final practical task with high levels of independence, demonstrating strong time management and selecting techniques that show genuine technical competence. Evaluation should be increasingly evidence based, with students judging the success of the dish against the specific requirement and intended outcome.
 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 is the clearest bridge from KS3 into KS4 Food and Cookery. At Year 10, students will be expected to arrive with experience of healthy eating, the Eatwell Guide, practical cooking methods, recipe following, safe equipment use and increasingly independent organisation. KS4 then develops these foundations into more demanding work on nutrients, dietary requirements, recipe adaptation, menu planning, costing, customer needs and justification. The progression is therefore: understand healthy eating → adapt simple recipes → respond to a specific requirement → justify choices → plan and evaluate independently → apply this knowledge within KS4 vocational contexts. This is particularly important preparation for later assessed work, where students will need to plan, prepare, cook and evaluate dishes in response to a brief.	Students begin to understand that food preparation frequently involves designing meals for specific people rather than for a generic consumer. In real life, cooks may need to consider health, allergies, age, culture, cost and preference when preparing food. A successful dish is therefore one that is not only technically well made but appropriate for the person it is intended for. Students also continue developing their understanding of budgeting, healthy lifestyles and cooking from scratch, which the Year 9 curriculum identifies as important real-life knowledge alongside independence in food preparation. This helps students see Food and Cookery as a subject concerned with decision-making and people's needs, not simply recipe reproduction.
 Authentic connections <i>How does this topic connect to real life, careers, other subjects and important values?</i>	

Students develop confidence in their ability to make informed decisions and create a dish that responds to a real need. They reflect on their progress across KS3 and recognise how much more independently they can now work. Students develop greater awareness that different people have different food requirements and that these need to be taken seriously. Considering allergies in particular reinforces the moral responsibility involved in preparing food safely for others. Students also recognise that food choices can be influenced by health, lifestyle, culture and individual circumstances. There are strong links with Science through nutrition, allergies and ingredient function; Mathematics through quantities, adaptation and budgeting; and English through explanation, justification and evaluation.

Careers Framework Skills: Planning, Adapting and Speaking

Students develop Planning through organising an independent final practical task. Adapting is central as they modify recipes for a defined requirement. Speaking develops as students explain and justify their choices using increasingly accurate food terminology.



Careers: Dietetic Assistant, Product Development Chef and Catering Manager

Students explore how a Dietetic Assistant supports people with differing dietary needs; how a Product Development Chef adapts and develops dishes for particular consumers or markets; and how a Catering Manager must ensure menus can meet a range of customer requirements safely and effectively.

Students develop the ability to think more carefully when cooking for themselves and others. They learn that recipes can be adapted responsibly and that food choices may need to account for health, allergy, age, cost and practicality. This supports the wider Year 9 emphasis on preparing healthy meals from scratch and making informed food choices. Students strengthen independent decision-making, planning, adaptation, justification, time management, evaluation 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 9 Food and Cookery resources. • Existing recipe and adaptation materials. • Students' previous practical work and technique notes from across KS3. • Planning and time-management resources. • Department nutrition and food-science materials. • Evaluation criteria and teacher exemplars. • Food – A Fact of Life and the department's existing Year 9 resources.	Students complete a final practical task in which they plan, prepare and evaluate an adapted dish, demonstrating increasing independence and applying the knowledge and techniques developed across KS3. The Year 9 curriculum also includes a final summative written assessment of theoretical knowledge. Substantive Knowledge: Students demonstrate understanding of recipe adaptation, dietary requirements, ingredient choice, nutrition, food science, planning and evaluation. Disciplinary Knowledge: Students demonstrate their ability to adapt a recipe for a specific requirement, justify their choices, independently organise and complete a practical task and evaluate how successfully the final dish meets its intended purpose.