

Year 7 Food mid term plans = 1 x 75min per 2 week = 18/19 lesson per year

	Term 1		Term 2		Term 3	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Portable Knowledge	Introduction to kitchen routines and safety, Knife safety (claw and bridge techniques), Cooker and hob safety, Food hygiene and personal hygiene, Basic nutrition and food science		Continued development of hygiene and safety, Application of nutrition knowledge in practicals, Introduction to more complex cooking techniques		Consolidation of hygiene and nutrition knowledge, Introduction to food science concepts (e.g., baking reactions), Independent cooking and presentation	
Assessment	Baseline (week 1 & 2) Low-stakes quiz every 4th practical (week 10 & 28) Practical evaluations, Key assessment (week 19/20 & 36/37)		Low-stakes quiz every 4th practical (week 10 & 28) Practical evaluations, Key assessment (week 19/20 & 36/37)		Low-stakes quiz every 4th practical (week 10 & 28) Practical evaluations, Key assessment (week 19/20 & 36/37)	
Learning Goals	Understand safety, hygiene, and basic nutrition through practical's		Deepen understanding of hygiene, nutrition, food safety, and global food issues		Deepen understanding of hygiene, nutrition, food safety, global food issues, menu planning, dietary needs, and food science.	
	-Fruit salad -Fruit Crumble	-Baked Sandwich -2 x Eggs Fried & poached -Omelette	-Pancakes -Quesadilla -Pizza Bagels	-Flapjack -Chicken Stir-fry	- Apple Cake - Scones - Oat Cookies	- Hedgehog bread - Pasta bake
Why this topic?	Foundation of safety and independence, Links to prior knowledge in KS2 national curriculum also the KS3 national curriculum and prepares for KS4 Eduqas content.		Health and global awareness, Links to prior knowledge KS2 & KS3 national curriculum also prepares for KS4 Eduqas content.		Application and preparation for vocational pathways, Links to prior knowledge and prepares for KS4 Eduqas content.	
Memory Retrieval	Mastery curriculum revisits hygiene, nutrition, and cooking techniques each fortnight, Retrieval practice through questioning, recap tasks, and practical's					
School Values	Knowledge, Continuous improvement, Character, High Expectations & Leader ship Resilience through independent cooking and problem-solving, respect for hygiene, safety, and diverse dietary needs, responsibility in food choices, sustainability, and teamwork					

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	Term 1		Term 2		Term 3	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Vocabulary	- Hygiene - Nutrients (carbohydrates, Vitamins, Minerals, Fat, Dairy, Protein, Fibre, Water) - Bridge/claw grip - Balanced diet - Eat well guide		- Hygiene - Nutrients (carbohydrates, Vitamins, Minerals, Fat, Dairy, Protein, Fibre, Water) - Bridge/claw grip - Balanced diet - Eat well guide - Macronutrients - Micronutrients - Cross-contamination, - Sustainability		- Hygiene - Nutrients (carbohydrates, Vitamins, Minerals, Fat, Dairy, Protein, Fibre, Water) - Bridge/claw grip - Balanced diet - Eat well guide - Macronutrients - Micronutrients - Cross-contamination, - Sustainability - Kneading - Fermentation - Gelatinisation - Dextrinisation	
Start and End Point	Start: Baseline assessments and introductory practical's End: Termly assessments and final practical evaluations.		Start: Reflect on misconceptions highlighted in previous term and assessments. End: Termly assessments and final practical evaluations.		Start: Reflect on misconceptions highlighted in previous term and assessments. End: Termly assessments and final practical evaluations. Use for planning and preparation for next academic year.	
Students Being Assessed	Knowledge: Nutrition, food safety, sustainability. Skills: Cooking techniques, hygiene practices, planning and evaluation. Application: Ability to plan, prepare, and evaluate dishes.					
Big Ideas	- Healthy eating - Food safety - Practical independence		- Healthy eating - Food safety, - Sustainability - Practical independence		- Healthy eating - Food safety, - Sustainability, - Practical independence - Food science	

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	Term 1		Term 2		Term 3	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Disciplinary Literacy	Reading and interpreting recipes, food labels, and safety guidelines, writing evaluations, reflections, and planning documents, Using subject-specific vocabulary accurately					
Alignment with Long Term Plans	Yes, the mid-term plans reflect the progression and content outlined in the long-term plan and Big Ideas document, Practical and theoretical elements are consistently aligned					
Context or Local Links	Local food culture: Use of seasonal and local ingredients, Community links: Awareness of food poverty and sustainability in the local area, Career pathways: Links to local hospitality and catering industries					

Year 8 Food mid term plans = 1x 75min lessons per fortnight = 18/19 lesson per year.

	Term 1		Term 2		Term 3	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Portable Knowledge	Continuation of hygiene and nutrition knowledge, Introduction to food science concepts (e.g., baking reactions), & impact of health & well being. Independent cooking and presentation.		Building on prior knowledge of hygiene and nutrition, students delve into food science concepts (e.g., baking reactions) and consider the impact of health and well-being. They develop skills in independent cooking and presentation, and are introduced to international cuisines.		Building on hygiene and nutrition knowledge, students explore food science concepts (e.g., baking reactions), the influence of health and well-being, and international cuisines. They engage in independent cooking and presentation, while also being introduced to factors that influence food choices and the environmental impact of those choices.	
Assessment	Low-stakes quiz every 4th practical (week 10 & 28) Practical evaluations, Key assessment (week 19/20 & 36/37)					
Learning Goals	Continue to build upon and understand hygiene, nutrition, food safety, global food issues, menu planning, dietary needs, food science, health & well being, factors affecting food choices,					
	- Vegetable soup - Soda Bread	- Thai Curry - Chicken Tikka Pitta - Risotto	- Rocky Road - Brownies - Spaghetti Bolognaise	- Sweet & Sour Chicken - Mac ‘n’ cheese	- Victoria Sponge - Sausage Rolls - Spring rolls	-Eccles cakes -Quiche
Why this topic?	To build on prior learning from Key Stage 2, reinforcing hygiene, nutrition, and safe food practices as outlined in the national curriculum. By introducing food science concepts, international cuisines, and encouraging independent cooking and presentation, students deepen their understanding of health, culture, and science in food. This forms a strong foundation for further progression into Key Stage 4, where more advanced practical and theoretical knowledge is required.					
Memory Retrieval	The mastery curriculum reinforces memory retrieval by revisiting key concepts such as hygiene, nutrition, and cooking techniques on a fortnightly basis. Retrieval practice is embedded through targeted questioning, recap activities, and practical applications, helping students consolidate and retain knowledge over time.					
School Values	Knowledge, Continuous improvement, Character, High Expectations & Leader ship Resilience through independent cooking and problem-solving, respect for hygiene, safety, and diverse dietary needs, responsibility in food choices, sustainability, and teamwork					

Year 8 Food mid term plans = 1x 75min lessons per fortnight = 18/19 lesson per year.

	Term 1		Term 2		Term 3	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Vocabulary	- Hygiene - Nutrients (carbohydrates, Vitamins, Minerals, Fat, Dairy, Protein, Fibre, Water) - Balanced diet - Eat well guide - Macronutrients - Micronutrients - Cross-contamination, - Gelatinisation - Dextrinisation - Gelation - Temperatures - Energy		- Hygiene - Nutrients (carbohydrates, Vitamins, Minerals, Fat, Dairy, Protein, Fibre, Water) - Balanced diet - Eat well guide - Macronutrients - Micronutrients - Cross-contamination, - Gelatinisation - Dextrinisation - Gelation - Temperatures - Energy - Aeration - Boiling/simmering - International cuisine - Staple food		- Hygiene - Nutrients (carbohydrates, Vitamins, Minerals, Fat, Dairy, Protein, Fibre, Water) - Balanced diet - Eat well guide - Macronutrients - Micronutrients - Cross-contamination, - Gelatinisation - Dextrinisation - Gelation - Temperatures - Energy - Aeration - Boiling/simmering - International cuisine - Staple food - Sustainability/ food waste/food miles/CO2 - Packaging & Labelling	
Start and End Point	Start: Reflect on misconceptions highlighted in previous term and assessments. End: Termly assessments and final practical evaluations.		Start: Reflect on misconceptions highlighted in previous term and assessments. End: Termly assessments and final practical evaluations.		Start: Reflect on misconceptions highlighted in previous term and assessments. End: Termly assessments and final practical evaluations. Use for planning and preparation for next academic year.	
Students Being Assessed	Knowledge: Nutrition, food safety, sustainability. Skills: Cooking techniques, hygiene practices, planning and evaluation. Application: Ability to plan, prepare, and evaluate dishes.					

Year 8 Food mid term plans = 1x 75min lessons per fortnight = 18/19 lesson per year.

	Term 1		Term 2		Term 3	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Ideas	- Healthy eating - Food safety - Food Science - Practical independence		- Healthy eating - Food safety, - Sustainability, - Practical independence - Food science		- Healthy eating - Food safety, - Sustainability, - Practical independence - Food science	
Disciplinary Literacy	Students develop literacy skills by reading and interpreting recipes, food labels, and safety guidelines, as well as by writing evaluations, reflections, and planning documents. They are encouraged to use subject-specific vocabulary accurately and confidently in both written and verbal contexts.					
Alignment with Long Term Plans	The mid-term plans clearly reflect the progression and content outlined in the long-term plan and Big Ideas document, with practical and theoretical elements consistently aligned throughout.					
Context or Local Links	Local food culture: Use of seasonal and local ingredients, Community links: Awareness of food poverty and sustainability in the local area, Career pathways: Links to local hospitality and catering industries					

Year 9 Food mid term plans = 2x 75min lessons per fortnight = 38 lesson per year. They will complete 15 practical's a year.

	Term 1		Term 2		Term 3	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Portable Knowledge	Building on prior knowledge of hygiene and nutrition, students explore food science concepts (e.g., baking reactions), the impact of health and well-being, international cuisines, and the factors influencing food choices—including environmental considerations. They develop independence through practical cooking and presentation tasks, laying a strong foundation for a smooth transition into Key Stage 4 Hospitality & Catering.					
Assessment	Low-stakes quiz (week 5-6) Practical evaluations, Key assessment at the end of term (week 11/12, 25/26 & 36/37)					
Learning Goals	Continue to build upon and understand hygiene, nutrition, food safety, global food issues, menu planning, dietary needs, food science, health & well being, factors affecting food choices,					
	- Focaccia - Swiss roll - Vegetable Curry	- Cheesecake - Scotch egg - Chicken Chow Mein	- Fish finger sandwich with tartar sauce - Sticky toffee pudding - Short crust pastry	- Cheese & onion pasties - Flatbread - Koftas & Raita	- Pasta - Carbonara - TBC	- Design brief: The sandwich challenge
Why this topic?	To build on prior learning from Key Stage 2, reinforcing hygiene, nutrition, and safe food practices as outlined in the national curriculum. By introducing food science concepts, international cuisines, and encouraging independent cooking and presentation, students deepen their understanding of health, culture, and science in food. This forms a strong foundation for further progression into Key Stage 4, where more advanced practical and theoretical knowledge is required.					
Memory Retrieval	The mastery curriculum reinforces memory retrieval by revisiting key concepts such as hygiene, nutrition, and cooking techniques on a fortnightly basis. Retrieval practice is embedded through targeted questioning, recap activities, and practical applications, helping students consolidate and retain knowledge over time. This approach also supports a smooth transition for students opting to pursue GCSE Hospitality & Catering by building a strong foundation of essential skills and understanding					
School Values	Knowledge, Continuous improvement, Character, High Expectations & Leader ship Resilience through independent cooking and problem-solving, respect for hygiene, safety, and diverse dietary needs, responsibility in food choices, sustainability, and teamwork					

Year 9 Food mid term plans = 2x 75min lessons per fortnight = 38 lesson per year. They will complete 15 practical's a year.

	Term 1		Term 2		Term 3	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Vocabulary	- Hygiene/Personal/Food/Cross/temperature control/ Contamination/Binary Fission - Nutrients/Macronutrients/Micronutrients - Protein/Amino acids/ HBV/LBV/ Complementary - Carbohydrates/Complex/Simple - Vitamins/Minerals/Fat/Water soluble - Fats/Dairy/Saturated/Unsaturated/Cholesterol/omega / EFA's - Fibre/NSP/Digestion - Water - Balanced diet/Eat well guide/Energy balance - Commodity/Offal/Fish/Meat - Diabetes /Allergen/ intolerances/Anaphalaxis/Obesity/ - Gelatinistion/Dextrinistaion/Lamination/Shortening/Enrobing/Gelation/Fermentation/Kneading/Gluten/CO2/Aeration - Convection/Conduction/Radiation - Boiling/simmering - International cuisine/Staple food - Sustainability/food waste/food miles/Carbon footprint/Poverty/security - Packaging & Labelling		- Hygiene/Personal/Food/Cross/temperature control/ Contamination/Binary Fission - Nutrients/Macronutrients/Micronutrients - Protein/Amino acids/ HBV/LBV/ Complementary - Carbohydrates/Complex/Simple - Vitamins/Minerals/Fat/Water soluble - Fats/Dairy/Saturated/Unsaturated/Cholesterol/omega/ EFA's - Fibre/NSP/Digestion - Water - Balanced diet/Eat well guide/Energy balance - Commodity/Offal/Fish/Meat - Diabetes /Allergen/ intolerances/Anaphalaxis/Obesity/ - Gelatinistion/Dextrinistaion/Lamination/Shortening/Enrobing/Gelation/Fermentation/Kneading/Gluten/CO2/Aeration - Convection/Conduction/Radiation - Boiling/simmering - International cuisine/Staple food - Sustainability/food waste/food miles/Carbon footprint/Poverty/security - Packaging & Labelling		- Hygiene/Personal/Food/Cross/temperature control/ Contamination/Binary Fission - Nutrients/Macronutrients/Micronutrients - Protein/Amino acids/ HBV/LBV/ Complementary - Carbohydrates/Complex/Simple - Vitamins/Minerals/Fat/Water soluble - Fats/Dairy/Saturated/Unsaturated/Cholesterol/omega/ EFA's - Fibre/NSP/Digestion - Water - Balanced diet/Eat well guide/Energy balance - Commodity/Offal/Fish/Meat - Diabetes /Allergen/ intolerances/Anaphalaxis/Obesity/ - Gelatinistion/Dextrinistaion/Lamination/Shortening/Enrobing/Gelation/Fermentation/Kneading/Gluten/CO2/Aeration - Convection/Conduction/Radiation - Boiling/simmering - International cuisine/Staple food - Sustainability/food waste/food miles/Carbon footprint/Poverty/security - Packaging & Labelling - GM Crops/Intensive/Sustainable - Menu Planning/dietary needs/ethic/morals - Risk assessment/HAACP	

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	Term 1		Term 2		Term 3	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Start and End Point	.Start: Reflect on misconceptions highlighted in previous term and assessments. End: Termly assessments and final practical evaluations.				Start: Reflect on misconceptions highlighted in previous term and assessments. End: Termly assessments and final practical evaluations are used to inform planning and preparation for the next academic year in Key Stage 3, as well as to establish a baseline for students progressing into Key Stage 4 Hospitality & Catering.	
Students Being Assessed	Knowledge: Nutrition, food safety, sustainability. Skills: Cooking techniques, hygiene practices, planning and evaluation. Application: Ability to plan, prepare, and evaluate dishes.					
Big Ideas	- Healthy eating - Food safety - Sustainability - Practical independence - Food science					
Disciplinary Literacy	Students develop literacy skills by reading and interpreting recipes, food labels, and safety guidelines, as well as by writing evaluations, reflections, and planning documents. They are encouraged to use subject-specific vocabulary accurately and confidently in both written and verbal contexts.					
Alignment with Long Term Plans	The mid-term plans clearly reflect the progression and content outlined in the long-term plan and Big Ideas document. Practical and theoretical elements are consistently aligned, supporting a cohesive learning journey that builds the foundational knowledge and skills needed for successful transition into Key Stage 4 vocational Hospitality and Catering.					
Context or Local Links	Local food culture: Use of seasonal and local ingredients, Community links: Awareness of food poverty and sustainability in the local area, Career pathways: Links to local hospitality and catering industries					