



Curriculum Overview 2025 - 2026

Food Department (Creative Design)

Department	Creative Design; Design Technology; Food
Head of Faculty	Lauren Relf
Subject Lead	Jen Crawford i/c
Department Members	Jen Crawford Paula Pitts (Technician/TA)
Accommodation and Resources	Y9 - Food Room providing storage and cooking facilities. There are 12 cookers; 5 electric cookers and 7 gas cookers. In addition the room houses 3 microwaves, 6 electric liquidisers, 7 food processors, 2 commercial refrigerators, Laundry facilities and general food preparation equipment. Y9 Store - This houses the key handheld equipment such as class sets of Sharp Knives, Peelers, Scissors, Electric whisks. In addition to Freezer storage, cleaning materials and stationary.

<u>Curriculum Intent</u>	Throughout the food curriculum we aim to introduce students to a range of skills and techniques that will enable them to access the curriculum, equipping them with skills, knowledge and understanding of the basic concepts covering aspects of food preparation which include hygiene, health and safety, nutrition and the value of food.
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Curriculum Implementation

Key Stage 3:

What my child will learn in Year 7

Over the course of studying Food students will cover the following aspects of work, which may occur in different rotations.

Year 7	Term 1 / Term 4	Term 2 / Term 5	Term 3 / Term 6
Unit Title	Hygiene & Safety, Using the hob, Weighing & Measuring Sensory Analysis, Equipment and Knives Using the oven,	Nutrition & Eatwell Guide Commodity - Fruit, Food Provenance Raising agents; Yeast, Food commodity - Butter, Oil and Margarine	Functional & Chemical properties Food commodity - Meat Alternatives,



<p>Previous knowledge recalled</p>	<p>Prior KS2 learning</p> <p>Hygiene & Safety, Using the hob, Sensory Characteristics & Analysis, Equipment and Knives</p>	<p>Hygiene & Safety,</p> <p>Weighing & Measuring,</p> <p>Nutrition & Eatwell Guide,</p> <p>Sensory Characteristics,</p> <p>Using the oven</p> <p>Hygiene & Safety, Using the oven</p> <p>Food Provenance</p>	<p>Nutrients</p> <p>Understanding of healthy eating,</p> <p>Raising agents, Creaming method,</p> <p>Fats; Shortening & Aeration</p> <p>Hygiene & Safety</p> <p>Using the oven</p> <p>Functional properties of ingredients</p> <p>Hygiene & Safety,</p> <p>Using the hob</p>		
<p>New Knowledge</p>	<p>Food preparation procedure (HATTIE;Hands,Apron,Table,Tray,Ingredients,Equipment),</p> <p>How to use the hob,</p> <p>How to scramble eggs,</p> <p>Taste testing vocabulary,</p> <p>Knife skills; cutting</p> <p>Nutrients; function and food sources,</p> <p>Understanding of healthy eating,</p> <p>Using the oven</p> <p>Weighing & Measuring,</p>	<p>Knife skills; peeling,</p> <p>Rubbing-In method</p> <p>Classification of Fruit, Provenance of foods</p> <p>Process of bread making,</p> <p>Yeast,</p> <p>Creaming method,</p> <p>Shortening & Aeration</p>	<p>Functional & Chemical properties,</p> <p>Alternative non-meat food sources for protein and meat</p>		
<p>Key Knowledge Assessment (subject to changes)</p>	<p>Scrambled Egg,</p> <p>Smoothie,</p> <p>Petit Pain Pizza,</p>	<p>Fruit Crumble,</p> <p>Scones</p> <p>Pinwheels,</p> <p>Bread,</p>	<p>Oat fruit cookies</p> <p>Rock Cakes,</p> <p>Pizza (No yeast)</p> <p>Shortbread</p>		
<p>Links to literacy and numeracy</p>	<p>Numeracy throughout the planning and undertaking recipes eg. quantities, timings, ratios.</p>				
<p>Literacy Tier 2 vocabulary examples</p>					
<p>Nutrient</p>	<p>Hygiene</p>	<p>Safety</p>	<p>Sensory</p>	<p>Evaluation</p>	<p>Sustainability</p>
<p>Convection</p>	<p>Conduction</p>	<p>Radiation</p>	<p>Recipe</p>	<p>Cook</p>	<p>Meal</p>
<p>Ingredients</p>	<p>Healthy</p>	<p>Taste</p>	<p>Flavour</p>	<p>Portion</p>	<p>Snack</p>
<p>Leftovers</p>	<p>Diet</p>	<p>Water</p>	<p>Fibre</p>		
<p>Literacy Tier 3 vocabulary examples</p>					
<p>Mis-en-place</p>	<p>Dough</p>	<p>Knead</p>	<p>Fry</p>	<p>Poach</p>	<p>Fold</p>



	Umami	Simmer	Beat	Melt	Steam	Juice
	Whisk	Dredger				

What my child will learn in Year 8

Over the course of studying Food students will cover the following aspects of work, which may occur in different rotations.

Year 8	Term 1 / Term 4	Term 2 / Term 5	Term 3 / Term 6			
Unit Title	Why do we eat food, Macronutrients Food Commodities - Vegetables - Fish	Food Waste, Chemical raising agents Traffic Light Labelling,	Heat Transfer, Food commodity - Cereals Product development, Function of Ingredients			
Previous knowledge recalled	HATTIE Personal hygiene and food safety. Main Nutrient groups Why we eat food, General knowledge on Macro and Micronutrients, diet & health	Different types of commodities; types, classification, products, preparation and and manufacturing What causes food waste, means of prevention/reducing, creating new food ideas	Food waste and labelling, Food commodities, Diet and health Methods of heat transfer; conduction, convection and radiation			
New Knowledge	Macro and Micro nutrients, Food provenance, Types and Classification,	Food waste in the UK; how to reduce, Physical and chemical function of specific ingredients Traffic Light Labelling; meaning and use,	Methods of heat transfer; conduction, convection & radiation All in one sauce making Food development, design and manufacturing. Function of specific ingredients within a recipe			
Key Knowledge Assessment	Pasta Pot Frittata,	Ratatouille, Samosa/Muffins Ginger biscuits	Macaroni/Cauliflower cheese Creamy chicken curry Fish Fingers, Bolognese/Chilli			
Links to literacy and numeracy	Numeracy throughout the planning and undertaking recipes eg. quantities, timings, ratios.					
	Literacy Tier 2 vocabulary examples					
	Nutrient	Hygiene	Safety	Sensory	Evaluation	Sustainability
Convection	Conduction	Radiation	Recipe	Cook	Meal	
Ingredients	Healthy	Taste	Flavour	Portion	Snack	



	Leftovers	Diet	Water	Fibre		
	Literacy Tier 3 vocabulary examples					
	Dice	Parboil	Mis-en-place	Dough	Knead	Fry
	Poach	Fold	Umami	Simmer	Beat	Melt
	Steam	Juice	Whisk	Dredger	Dice	

Key Stage 3

<p>Extra-Curricular opportunities</p>	<p>Seek opportunities to explore and visit real life establishments outside of school that can provide valuable knowledge of Food.</p> <ul style="list-style-type: none"> · The Kent County Show (https://kcas.org.uk/) · Brogdale Farm, Faversham (https://brogdalecollections.org) · Whitstable Oyster Farm (https://whitstableoystertours.co.uk/) · Macknade Food Hall, Faversham (https://macknade.com/pages/macknade-faversham) · Oad Street Food and Craft, Kent (http://www.oadstreetfoodandcrafts.com/) <p>There are a vast number of different cookery based programmes that can be watched through a range of platforms. These provide a valuable opportunity to discover a range of wider aspects of food preparation and cooking.</p> <ul style="list-style-type: none"> · Junior Masterchef · Nadiya Bakes/Time to Eat · British Bake Off · Great British Menu · Saturday morning Kitchen
<p>Links to careers/aspirations</p>	<p>To be able to support themselves and their family as part of a healthy lifestyle, by having developed knowledge and understanding that they can take into the kitchen to produce homemade meals.</p> <p>To look to further their knowledge around food through choosing the subject for GCSE.</p> <p>Careers In the food industry such as Chef/Cook.</p>
<p>Links to our Fulston FAMILY values</p>	<p>Fortitude:</p> <ul style="list-style-type: none"> ● Pupils complete theoretical work that is challenging and they persevere to accomplish it. ● Pupils complete practical tasks that challenge their organisation, time management and technical skills. ● Pupils persevere to manufacture products when they are finding them challenging to achieve a quality outcome. <p>Ambition:</p> <ul style="list-style-type: none"> ● Pupils look to go above and beyond expectations in their written work. ● Pupils look to go above and beyond expectations in their practical work.



- Food outcomes produced in lessons will illustrate how a pupil has stretched themselves to the next level in how they use ingredients and achieve the desired outcome.

Mindful:

- Pupils in lessons will have been incredibly helpful.
- Pupils will look to support peers and staff alike.
- Pupils will closely follow the cleaning up process after a practical.
- Pupils will be very aware of the importance of cleanliness to maintain a safe working environment.
- Pupils will respect others when they are listening.

Integrity:

- Pupils will take collective responsibility for their learning.
- Pupils will work collaboratively in their kitchen work space.

Leadership:

- Pupils will be visibly positive role models to others in the lesson by being correctly prepared for each lesson; by listening carefully and following instructions; by working safely within the confines of their kitchen space.
- Pupils will lead by example when completing theoretical work.

Young Citizen

- Pupils look to volunteer to help out in lessons with resources and the organisation of equipment.
- Pupils actively participate in tidying the classroom up at the end.
- Pupils support their kitchen partner in the management of practical work.

Key Stage 4:

What my child will learn in Year 10

The topics in **bold** are the areas which are covered to a greater extent during each term, however all areas are touched upon in every term.

Year 10	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	Food commodities, Principles of nutrition, Diet and good health,	Food commodities, Principles of nutrition, Diet and good health,	Food commodities, Principles of nutrition, Diet and good health,	Food commodities, Principles of nutrition, Diet and good health,	Food commodities, Principles of nutrition, Diet and good health,	Food commodities, Principles of nutrition, Diet and good health,



	The science of food. Where food comes from, Cooking and food preparation.	The science of food. Where food comes from, Cooking and food preparation.	The science of food. Where food comes from, Cooking and food preparation.	The science of food. Where food comes from, Cooking and food preparation.	The science of food. Where food comes from, Cooking and food preparation.	The science of food. Where food comes from, Cooking and food preparation.
	Students cover content that will support knowledge and understanding for Component 1 and 2 requirements of the course through six key areas. These will link throughout each of the different terms, where more theoretical content will relate to the area indicated in bold. During the duration of the course individuals will be expected to undertake practical tasks to manufacture recipes within school and at home .					
Previous knowledge recalled	KS3 learning from the Yr7 & Yr8 food curriculum Individual prior knowledge and development linked to Food		Food commodities	Vitamins, Minerals	Energy Nutritional needs	Diets
New Knowledge	Food commodities - Meat, Poultry, Fish, Eggs, Milk & Dairy. Protein	Food commodities - Cereals, Bread, Flour, Pastry, Sugar, Fats & Oils, Fruit & Vegetables Carbohydrates	Water soluble Vitamins B & C, Fat soluble Vitamins A, D & E, Vitamin K Minerals - Calcium, Iron	Energy Adapting recipes for specific diets- Babies, Elderly, Religion, Vegetarian, Vegan, Pregnancy	Diets- Obesity, Coeliac, Diabetes, CHD, Anaemia, Dental caries, Lactose intolerance, Allergies.	Calculating Energy & Nutritional Value, Toxins, Food appearance, Heat transfer
Key Knowledge Assessment	A01 and A03	A01, A03 and A04	A02, A03 and A04	PPE A02 and A04	A01 and A02	A01, A02, A03 and A04
	<p>A01 Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.</p> <p>A02 Apply knowledge and understanding of nutrition, food, cooking and preparation.</p> <p>A03 Plan, prepare, cook and present dishes, combining appropriate techniques.</p> <p>A04 Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others.</p>					
Links to literacy and numeracy	Numeracy throughout the planning and undertaking recipes					
Extra-Curricular	Literacy Tier 2 vocabulary examples					
	Nutrient	Hygiene	Safety	Sensory	Evaluation	Sustainability
	Convection	Conduction	Radiation	Recipe	Cook	Meal
	Ingredients	Healthy	Taste	Flavour	Portion	Snack



opportunities	Leftovers	Diet	Water	Fibre		
Links to careers/ aspirations	Literacy Tier 3 vocabulary examples					
	Sear Blanch Emulsion Caramelization	Zest Whisk Denature Coulis	Fold Gelatinize Viscosity Jus	Drizzle Steam Coagulation Marinade	Dredge Saute Aeration Dredge	Melt Sprinkle Foam Dice
	Dice Poach Juice	Parboil Umami	Mis-en-place Simmer	Dough Beat	Knead Melt	Fry Steam
	Command Words					
	Analyse Describe/Outline Explain/Justify		Assess/Evaluate Summarise Give/Name/State/List		Discuss Identify/Suggest/Give a reason for Compare	

What my child will learn in Year 11

Year 11	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	Component 2; NEA1	Component 2; NEA1 PPE	Component 2; NEA 2	Component 2; NEA 2 Exam	Component 1 Exam Preparation	
	Preparation and undertaking of Component 2 – non examination assessments contributing 50% (combined) to overall GCSE grade. Students cover A02, A03 and A04 .				Preparation and undertaking of Component 1 – written examination contributing 50% to overall GCSE grade. Students cover A01, A02 and A04 .	
Previous knowledge recalled	To use prior knowledge and learning from Year 10 studies to undertake NEA 1		To use prior knowledge from NEA 1 to undertake NEA 2		Key areas of learning; Food commodities, Principles of nutrition, Diet and good health, The science of food, Where food comes from, Cooking and food preparation. Exam technique and skills.	
New Knowledge	Independent undertaking and development of work for Component 2 NEA 1; Based on chosen externally set tasks, individuals will show new knowledge and skills through research, interpretation, investigation, planning, conducting		Independent undertaking and development of work for Component 2 NEA 2; Based on chosen externally set tasks, individuals will show new knowledge and skills through research, interpretation, investigation, trialling, planning, showcasing			



	experiment work, analysing and explaining.		and evaluation.			
Key Knowledge Assessment	Seneca A02, A03 and A04	PPE A02, A03 and A04	NEA 1 A01, A02 and A04.	A01, A02 and A04.	NEA 1 & NEA 2 PPE Data Seneca Learning Past Exam Practise Questions Component 1 Written Summer Examination	
Links to literacy and numeracy Extra-Curricular opportunities Links to careers/aspirations	Numeracy throughout the planning and undertaking recipes					
	Literacy Tier 2 vocabulary examples					
	Nutrient	Hygiene	Safety	Sensory	Evaluation	Sustainability
	Convection	Conduction	Radiation	Recipe	Cook	Meal
Links to careers/aspirations	Ingredients	Healthy	Taste	Flavour	Portion	Snack
	Leftovers	Diet	Water	Fibre		
	Literacy Tier 3 vocabulary examples					
	Sear	Zest	Fold	Drizzle	Dredge	Melt
	Blanch	Whisk	Gelatinize	Steam	Saute	Sprinkle
	Emulsion	Denature	Viscosity	Coagulation	Aeration	Foam
	Caramelization	Coulis	Jus	Marinade	Dredge	Dice
	Dice	Parboil	Mis-en-place	Dough	Knead	Fry
	Poach	Umami	Simmer	Beat	Melt	Steam
	Juice					
	Command Words					
	Analyse		Assess/Evaluate		Discuss	
	Describe/Outline		Summarise		Identify/Suggest/Give a reason for	
	Explain/Justify		Give/Name/State/List		Compare	
Extra-Curricular opportunities	<p>Food Markets: Seek opportunities to visit and explore a real life experience that can provide valuable knowledge of Food.</p> <ul style="list-style-type: none"> · Food and Drink festivals (these take place all around the area at different times of the year (https://www.canterburybid.co.uk/venue/dane-john-gardens/)) · The Kent County Show (https://kcas.org.uk/) · Brogdale Farm, Faversham (https://brogdalecollections.org) · Whitstable Oyster Farm (https://whitstableoystertours.co.uk/) · Macknade Food Hall, Faversham (https://macknade.com/pages/macknade-faversham) 					



	<ul style="list-style-type: none"> · Oad Street Food and Craft, Kent (http://www.oadstreetfoodandcrafts.com/) <p>There are a vast number of different cookery based programmes that can be watched through a range of platforms. These provide a valuable opportunity to discover a range of wider aspects of food preparation and cooking.</p> <ul style="list-style-type: none"> · Masterchef · Top Chef · Hells Kitchen · Saturday morning Kitchen · Junior Masterchef · Nadiya Bakes/Time to Eat · British Bake Off · Great British Menu
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Links to careers/ aspirations	<p>Year 11 students following this course have gone on to take a Catering course at College.</p> <p>Careers that a food course can lead students to include; Chef/Cook, Dietetic Assistant, Food Technologist, Nutrition Assistant, Catering Assistant, Food and Beverage Manager, Home Economist, Teaching or Education, Food Blogger, Recipe Developer, Research Assistant in Food Science, Food Photography.</p>
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Key Stage 4

Links to our Fulston FAMILY values	<p>Fortitude:</p> <ul style="list-style-type: none"> ● Pupils complete theoretical work that is challenging and they persevere to accomplish it. ● Pupils complete practical tasks that challenge their organisation, time management and technical skills. ● Pupils persevere to manufacture products when they are finding them challenging to achieve a quality outcome. <p>Ambition:</p> <ul style="list-style-type: none"> ● Pupils look to go above and beyond expectations in their written work. ● Pupils look to go above and beyond expectations in their practical work. ● Food outcomes produced in lessons will illustrate how a pupil has stretched themselves to the next level in how they use ingredients and achieve the desired outcome. <p>Mindful:</p> <ul style="list-style-type: none"> ● Pupils in lessons will have been incredibly helpful. ● Pupils will look to support peers and staff alike. ● Pupils will closely follow the cleaning up process after a practical. ● Pupils will be very aware of the importance of cleanliness to maintain a safe working environment. ● Pupils will respect others when they are listening. <p>Integrity:</p> <ul style="list-style-type: none"> ● Pupils will take collective responsibility for their learning. ● Pupils will work collaboratively in their kitchen work space. <p>Leadership:</p> <ul style="list-style-type: none"> ● Pupils will be visibly positive role models to others in the lesson by being correctly prepared for each lesson; by listening carefully and following instructions; by working safely within the confines
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	<p>of their kitchen space.</p> <ul style="list-style-type: none"> ● Pupils will lead by example when completing theoretical work. <p>Young Citizen</p> <ul style="list-style-type: none"> ● Pupils look to volunteer to help out in lessons with resources and the organisation of equipment. ● Pupils actively participate in tidying the classroom up at the end. ● Pupils support their kitchen partner in the management of practical work.
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<p>Extended Learning Opportunities for Key Stage 4</p>	<p>Gaining work experience within the Food industry</p> <p>Gaining employment within the Food industry</p> <p>Exploring and developing skills and techniques outside of school.</p> <p>Attending open days for further education courses involving Food such as College courses.</p>
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<p><u>Curriculum Impact</u></p>	<p>The food curriculum plays a pivotal role in shaping the educational experience for students at various stages, from Key Stage 3 to GCSE. The impact of this curriculum extends beyond the classroom, influencing students' personal development, career choices, and fostering a lifelong passion for the subject.</p> <p>The main aims are for students to learn how to make food, which is safe to eat, focussing upon key practical skills, using basic tools, equipment and processes. Each practical session is carefully planned, sequenced and designed to further develop and embed key skills, which will enable students to further develop their confidence and exploration of recipes at home. It will encourage students to cook and enable them to make informed decisions about a wide range of further learning opportunities and career pathways as well as develop vital life skills that enable them to prepare food for themselves and others affordably, now and later in life.</p>
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