Design Technology
Cooking and Nutrition
Long Term Curriculum Plans
KS1, KS2 and KS3

EVOLVE ACADEMY
Nurturing inclusive learning communities

Subject Vision

At Evolve we aim to develop and foster an interest in and love of food that equips our pupil with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. We aim to encourage pupils to cook, make informed decisions about food and nutrition, and provide learning opportunities that enable them to acquire knowledge to be able to feed themselves and others affordably and nutritiously, now and later in life.

We deliver a curriculum that encompasses both practical and theoretical work which together enables pupils to acquire sound subject knowledge and develop practical skills. The curriculum is designed so that in each term they learn about: the food commodities; food provenance; principles of nutrition; diet and good health; the science of food, as well as cooking and food preparation.

Cooking and nutrition intent

As part of their work with food, pupils will be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Design Technology intent

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Stage 1 (Year 1 and 2)	**Cooking and nutrition** Introduction: exploring delicious fruits and vegetables	Savoury salads	Fruit smoothies	**DT ELEMENT** Structures: freestanding structures	Designing a bridge	Baby Bear's chair
Key Stage 2 Lower (Year 3 and 4)	**Cooking and nutrition:** Healthy and varied diets	Developing Healthy Sandwiches	Marvellous oat bars	Celebrating culture and Seasonality	Soup making project	Bread Making
Key Stage 2 upper (Year 5 and 6)	**Cooking and nutrition:** healthy and varied diets	Cultural foods (Origins)	Developing Cereal Bars	Frame Structures - Making Bird Hides	Exploring the Eatwell guide and healthy diets	Art of Bread Making
Key Stage 3 (Year 7)	**COOKING ELEMENT** Catering for needs	Future food and the application of science	Chilled ready meals	**DT ELEMENT** Packaging pop-outs	**DT ELEMENT** Quartz Clock Project	**DT ELEMENT** Sustainability Project (timbers)
Key Stage 3 (Year 8)	**COOKING ELEMENT** Catering for needs	Future food and the application of science	Chilled ready meals	**DT ELEMENT** Packaging pop-outs	**DT ELEMENT** Quartz Clock Project	**DT ELEMENT** Sustainability Project (timbers)
Key Stage 3 (Year 9)	**COOKING ELEMENT** Catering for needs	Future food and the application of science	Chilled ready meals	**DT ELEMENT** Packaging pop-outs	**DT ELEMENT** Quartz Clock Project	**DT ELEMENT** Sustainability Project (timbers)

National Curriculum Key stage 1

Autumn 1-2	Knowledge	Skills	Assessment
Cooking & nutrition: **Preparing fruit and vegetables** **Introduction: exploring delicious fruits and vegetables**	**Pupils will learn** *Work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment *What they like and dislike about products. *Make simple judgements about their products and ideas against design criteria. **Substantive knowledge** Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell. **Disciplinary knowledge** Experience of cutting soft fruit and vegetables using appropriate utensils. **Keywords** Chopping boards, peeler, grater, washing up facilities, knives, range of fruit and veg, spoons, bowls	**Year 1** **Cooking & nutrition** 1. How to name and sort foods into the five groups in The eatwell guide. 2. That everyone should eat at least five portions of fruit and vegetables every day. 3. How to prepare simple dishes safely and hygienically, without using a heat source. 4. How to use techniques such as cutting, peeling and grating. 5. Identify common fruits and vegetables. **Year 2** **Cooking & nutrition** 1. Can describe the taste and appearance of fruit and vegetables via Sensory testing. 2. Demonstrate safe working practices. 3. Be able to use basic cutting utensils 4. Be able to identify basic kitchen utensils. 5. Use basic food handling skills. 6. That all food comes from plants or animals. 7. That food has to be farmed, grown elsewhere (e.g. home) or caught. 8.Use the basic principles of a healthy and varied diet to prepare dishes. 9. Understand where food comes from	• Photographic evidence • Worksheets • Observations • Skills assessment logs • Baseline Assessment • Assessment Tracking

Developing ideas for a fruit salad	**Pupils will learn** *What products are *Who products are for *What products are for *Use simple design criteria to help develop their ideas **Substantive knowledge** Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell. **Disciplinary knowledge** Experience of cutting soft fruit and vegetables using appropriate utensils.		• Photographic evidence • Worksheets • Observational records • Skills assessment • Sensory analysis
Making a fruit salad	**Pupils will learn:** *Select from a range of tools and equipment, explaining their choices *Follow procedures for safety and hygiene *Use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components *Measure, mark out, cut and shape materials and components		• Photographic evidence • Worksheets • Practical skills log • Observations • Competence Assessment

	*Assemble, join and combine materials and components **Substantive knowledge** Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell. **Disciplinary knowledge** Experience of cutting soft fruit and vegetables using appropriate utensils.		
Designing and making a savoury salad	**Pupils will learn** *Say whether their products are for themselves or other users. *Use knowledge of existing products to help come up with ideas develop and communicate ideas by talking and drawing. **Substantive knowledge** Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell. **Disciplinary knowledge** Experience of cutting soft fruit and vegetables using appropriate utensils.		• Photographic evidence • Worksheets • Sensory Analysis (Tasting) • Self-Evaluation

Planning how to make a savoury salad **Making a savoury salad**	**Pupils will learn** How products work How products are used Where products might be used State what products they are designing and making. **Substantive knowledge** Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell. **Disciplinary knowledge** Experience of cutting soft fruit and vegetables using appropriate utensils. **Pupils will learn** That food ingredients should be combined according to their sensory characteristics. The correct technical vocabulary for the projects they are undertaking. **Substantive knowledge**		• Photographic evidence • Worksheets • Sensory Testing • Skills assessment logs • Photographic evidence • Worksheets • Sensory Analysis • Testing/Evaluations • Skills assessment log

Where do our fruit and vegetables come from?	Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell. **Disciplinary knowledge** Experience of cutting soft fruit and vegetables using appropriate utensils. **Pupils will learn** That all food comes from plants or animals. That food has to be farmed, grown elsewhere (e.g. home) or caught. **Substantive knowledge** Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell. **Disciplinary knowledge** Experience of cutting soft fruit and vegetables using appropriate utensils.		• Photographic evidence • Worksheets • Sensory Analysis • End of term assessment

Spring 1-2	Knowledge	Skills	Assessment

Exploring the Eatwell Guide: investigating how to make a smoothie	**Pupils will learn** *How to name and sort foods into the five groups in The Eatwell Guide. *That everyone should eat at least five portions of fruit and vegetables every day. *How to prepare simple dishes safely and hygienically, without using a heat source. *How to use techniques such as cutting, peeling and grating. *Select from a range of tools and equipment, explaining their choices; follow procedures for safety and hygiene. **Substantive knowledge** Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell. **Disciplinary knowledge** Experience of cutting soft fruit and vegetables using appropriate utensils		• Photographic evidence • Worksheets • Sensory Analysis (spider diagrams) • Skills assessment log • Knife skills

Exploring ideas for a fruit or vegetable smoothie **Making a fruit or vegetable smoothie** **Structures: freestanding structures**	**Pupils will learn** *Use knowledge of existing products to help come up with ideas develop and communicate ideas by talking and drawing. **Substantive knowledge** Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell. **Disciplinary knowledge** Experience of cutting soft fruit and vegetables using appropriate utensils. **Pupils will learn** *That food ingredients should be combined according to their sensory characteristics. *The correct technical vocabulary for the projects they are undertaking. **Substantive knowledge** Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell. **Disciplinary knowledge** Experience of cutting soft fruit and vegetables using appropriate utensils. **Pupils will learn**	**Year 1** **Design Technology**	• Photographic evidence • Worksheets • Baseline Assessment • End of block assessment • Photographic evidence • Worksheets • Product evaluation • Sensory testing

What is a structure?	Work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment. *Use simple design criteria to help develop their ideas *Generate ideas by drawing on their own experiences **Disciplinary** Experience of using construction kits to build walls, towers and frameworks. Experience of using basic tools e.g. scissors or hole punches with construction materials e.g. plastic, card. Experience of different methods of joining card and paper.	1. About the simple working characteristics of materials and components. 2. About the movement of simple mechanisms such as levers, sliders, wheels and axles. 3. How freestanding structures can be made stronger, stiffer and more stable **Year 2** **Design Technology** 1. Begin to select tools and materials; use vocab' to name and describe them. 2. Measure, cut and score with some accuracy. 3. Use hand tools safely and appropriately. 4. Assemble, join and combine materials in order to make a product. 5. Cut, shape and join fabric to make a simple garment. Use basic sewing techniques. 6. Follow safe procedures for food safety and hygiene. 7. Choose and use appropriate finishing techniques.	• Photographic evidence • Worksheets • Team building skills • Peer Assessment • Following instructions

Understanding functions of freestanding structures	**Pupils will learn** *Generate ideas by drawing on their own experiences *Use knowledge of existing products to help come up with ideas **Disciplinary knowledge** Experience of using construction kits to build walls, towers and frameworks. Experience of using basic tools e.g. scissors or hole punches with construction materials e.g. plastic, card. Experience of different methods of joining card and paper.		• Technical drawing and maths input. • STEM skills • Team work and peer assessment • Photographic evidence
Designing a structure	**Pupils will learn** *Plan by suggesting what to do next. *Select from a range of tools and equipment, explaining their choices. **Disciplinary knowledge** Experience of using construction kits to build walls, towers and frameworks. Experience of using basic tools e.g. scissors or hole punches with construction materials e.g. plastic, card. Experience of different methods of joining card and paper.		• Photographic evidence • Worksheets • Team building • Planning

Summer 1-2	Knowledge	Skills	Assessment
Cutting and joining	**Pupils will learn** *Use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components. *Measure, mark out, cut and shape materials and components. *Assemble, join and combine materials and components. **Disciplinary knowledge** Experience of using construction kits to build walls, towers and frameworks. Experience of using basic tools e.g. scissors or hole punches with construction materials e.g. plastic, card. Experience of different methods of joining card and paper.		• Photographic evidence • Worksheets • Construction skills • Team building • Skills assessment log • Photographic evidence • Competence skills test • Product analysis • Team building • Skills assessment log
Designing a bridge	**Pupils will learn** *Talk about their design ideas and what they are making *Suggest how their products could be improved **Disciplinary knowledge**		• Photographic evidence • Competence skills test • Team building • Skills assessment log

	Experience of using construction kits to build walls, towers and frameworks. Experience of using basic tools e.g. scissors or hole punches with construction materials e.g. plastic, card. Experience of different methods of joining card and paper.		
From idea to prototype	**Pupils will learn** *What they like and dislike about products. *Measure, mark out, cut and shape materials and components. *Assemble, join and combine materials and components.		• Photographic evidence • Competence skills test • Team building • Skills assessment log • Testing/Evaluation
Investigating and testing	**Pupils will learn** *About the simple working characteristics of materials and components. *Assemble, join and combine materials and components.		• Photographic evidence • Competence skills test • Team building • Skills assessment log
Baby Bear's chair	**Pupils will learn** *Measure, mark out, cut and shape materials and components. *Assemble, join and combine materials and components.		• Photographic evidence • Competence skills test • Team building • STEM input • Skills assessment log

Strong, stiff and stable **Technical terms**	**Pupils will learn** *How freestanding structures can be made stronger, stiffer and more stable. *What they like and dislike about products. **Pupils will learn** *The correct technical vocabulary for the projects they are undertaking.		• Photographic evidence • Competence skills test • Team building • STEM input • Skills assessment log • Baseline Testing • Vocabulary skills set • Technical language • Baseline test

National Curriculum Key stage 2

Autumn 1-2	Knowledge	Skills	Assessment
Cooking and nutrition: healthy and varied diets **What's in a packed lunch?**	**Pupils will learn** *How well products meet user needs and wants. *Why ingredients have been chosen. *That food ingredients can be fresh, pre-cooked and processed.	**Year 4** **Cooking & nutrition** 1.Understand and apply the principles of a healthy and varied diet 2.Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	• Photographic evidence • Worksheets • Baseline Assessment

Using research to develop design criteria **Designing for a target market**	**Substantive knowledge** Know some ways to prepare ingredients safely and hygienically. **Disciplinary knowledge** Have some basic knowledge and understanding about healthy eating and the 'Eatwell Guide'. **Pupils will learn** *Gather information about the needs and wants of particular individuals and groups. *Develop their own design criteria and use these to inform their idea. **Substantive knowledge** Know some ways to prepare ingredients safely and hygienically. **Disciplinary knowledge** Have some basic knowledge and understanding about healthy eating and the 'Eatwell Guide'. **Pupils will learn** *Describe the purpose of their products. *The correct technical vocabulary for the projects they are undertaking. *Work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment. **Substantive knowledge**	3.Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed 4.Select appropriate tools and techniques for making their product 5. Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques. 6.Join and combine materials and components accurately in temporary and permanent ways 7.Sew using a range of different stitches, weave and knit. 8. Measure, tape or pin, cut and join fabric with some accuracy. 9.Use simple graphical communication techniques **Year 5** **Design Technology** • Select appropriate materials, tools and techniques • Measure and mark out accurately • Use skills in using different tools and equipment safely and accurately • Weigh and measure accurately (time, dry ingredients, liquids) • Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens • Cut and join with accuracy to ensure a good-quality finish to the product	• Photographic evidence • Worksheets • Research skills • Survey • Specification • Technical Vocabulary • Research skills • Competence skills

	Know some ways to prepare ingredients safely and hygienically. **Disciplinary knowledge** Have some basic knowledge and understanding about healthy eating and the 'Eatwell Guide'.	**Across KS2 pupils should know:** 1. How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. 2. How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking In early KS2 pupils should also know: 3. That a healthy diet is made up from a variety and balance of different food and drink, as depicted in The eatwell guide. 4. That to be active and healthy, food and drink are needed to provide energy for the body In late KS2 pupils should also know: 5. That recipes can be adapted to change the appearance, taste, texture and aroma. 6. That different food and drink contain different substances – nutrients, water and fibre – that are needed for health.	
Developing design ideas	**Pupils will learn** *Select tools and equipment suitable for the task. *Select materials and components suitable for the task. *Make design decisions that take account of the availability of resources. *Order the main stages of making. *Indicate the design features of		• Photographic evidence • Worksheets • Planning • Health & Safety skills

Using ingredients to create your ideas	their products that will appeal to intended users. **Substantive knowledge** Know some ways to prepare ingredients safely and hygienically. **Disciplinary knowledge** Have some basic knowledge and understanding about healthy eating and the 'Eatwell Guide'. **Pupils will learn** *Assemble, join and combine materials and components with some accuracy. *Follow procedures for safety and hygiene. *Use a wider range of materials and components than Key Stage 1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components. **Substantive knowledge** Know some ways to prepare ingredients safely and hygienically. **Disciplinary knowledge**		• Photographic evidence • Worksheet • Planning log

Evaluating your product	Have some basic knowledge and understanding about healthy eating and the 'Eatwell Guide'. **Pupils will learn** *Use their design criteria to evaluate their completed products *Identify the strengths and areas for development in their ideas and products. *Consider the views of others, including intended users, to improve their work. **Substantive knowledge** Know some ways to prepare ingredients safely and hygienically. **Disciplinary knowledge** Have some basic knowledge and understanding about healthy eating and the 'Eatwell Guide'.		• Evaluation skills • Survey • Testing against the Specification • Improvements
Exploring food and where it comes from	**Pupils will learn** *That food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world *That a healthy diet is made up from a variety and balance of		• Investigation • Sourcing • Preparation • Photographic evidence

	different food and drink, as depicted in the 'Eatwell Guide'. *That to be active and healthy, food and drink are needed to provide energy for the body. **Substantive knowledge** Know some ways to prepare ingredients safely and hygienically. **Disciplinary knowledge** Have some basic knowledge and understanding about healthy eating and the 'Eatwell Guide'.		

Spring 1-2	Knowledge	Skills	Assessment
Using evaluation to develop ideas further	**Pupils will learn** *Indicate the design features of their products that will appeal to intended users. *Select tools and equipment suitable for the task. *Select materials and components suitable for the task. *Make design decisions that take account of the availability of resources. *Order the main stages of making. **Substantive knowledge** Know some ways to prepare ingredients safely and hygienically.		• Literacy assessment for self-evaluation • Survey • Reflection

	Disciplinary knowledge Have some basic knowledge and understanding about healthy eating and the 'Eatwell Guide'.		
Delicious dips	**Pupils will learn** *Assemble, join and combine materials and components with some accuracy. *Follow procedures for safety and hygiene. *Use a wider range of materials and components than Key Stage 1, including food ingredients. *How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. **Substantive knowledge** Know some ways to prepare ingredients safely and hygienically. **Disciplinary knowledge** Have some basic knowledge and understanding about healthy eating and the 'Eatwell Guide'.		• Photographic evidence • Working hygienically • Skills log
Marvellous oat bars	**Pupils will learn** *How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.		• Photographic evidence • Working hygienically • Skills log • Technical vocabulary

	*That food ingredients can be fresh, pre-cooked and processed. *The correct technical vocabulary for the projects they are undertaking. **Substantive knowledge** Know some ways to prepare ingredients safely and hygienically. **Disciplinary knowledge** Have some basic knowledge and understanding about healthy eating and the 'Eatwell Guide'.		
Cooking and nutrition: celebrating culture and seasonality **Introduction - Celebrating culture and seasonality**	**Pupils will learn** *That seasons may affect the food available. *That food ingredients can be fresh, pre-cooked and processed. *Carry out research, using surveys, interviews, questionnaires and web-based resources. *Identify the needs, wants, preferences and values of particular individuals and group. **Substantive knowledge** Have knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet.		• Cultural awareness linked to Diversity • Sourcing locally • Skill set log • Photographic evidence

Where does our food come from?	**Disciplinary knowledge** Be able to use appropriate equipment and utensils, and apply a range of techniques for measuring out, preparing and combining ingredients **Pupils will learn** *That food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world. *How food is processed into ingredients that can be eaten or used in cooking. **Substantive knowledge** Have knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet. **Disciplinary knowledge** Be able to use appropriate equipment and utensils, and apply a range of techniques for measuring out, preparing and combining ingredients.		• Cultural awareness linked to Diversity • Sourcing locally • Skill set log • Photographic evidence

Summer	Knowledge	Skills	Assessment
Understanding the needs of a healthy varied diet	**Pupils will learn** *Work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment. *That a recipe can be adapted by adding or substituting one or more ingredients. *The correct technical vocabulary for the projects they are undertaking. **Substantive knowledge** Have knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet. **Disciplinary knowledge** Be able to use appropriate equipment and utensils, and apply a range of techniques for measuring out, preparing and combining ingredients		• All about me assessment and lifestyle • Reading a recipe and following a method • Photographic evidence • Self-assessment worksheet • Learning the names of equipment and utensils and their functions.
Combining ingredients: Making a soup	**Pupils will learn** *How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including,		• Independent skills • Skill set log • Photographic evidence • Life skills

	where appropriate, the use of a heat source. *How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. **Substantive knowledge** Have knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet. **Disciplinary knowledge** Be able to use appropriate equipment and utensils, and apply a range of techniques for measuring out, preparing and combining ingredients		
Evaluating food products	**Pupils will learn** *That different food and drink contain different substances - nutrients, water and fibre - that are needed for health. *Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make. *Identify the strengths and areas for development in their ideas and products. *Consider the views of others, including intended users, to improve their work.		• Evaluation • Photographic evidence • Worksheet

	Substantive knowledge Have knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet. **Disciplinary knowledge** Be able to use appropriate equipment and utensils, and apply a range of techniques for measuring out, preparing and combining ingredients		
Combining ingredients: making healthy pancakes	**Pupils will learn** *Develop a simple design specification to guide their thinking. *Generate innovative ideas, drawing on research. *Make design decisions, taking account of constraints such as time, resources and cost. *That recipes can be adapted to change the appearance, taste, texture and aroma. **Substantive knowledge** Have knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet. **Disciplinary knowledge**		• Photographic evidence • Worksheets • Sensory testing

The food industry	Be able to use appropriate equipment and utensils, and apply a range of techniques for measuring out, preparing and combining ingredients **Pupils will learn** *Produce appropriate lists of tools, equipment and materials that they need. *Formulate step-by-step plans as a guide to making. *Select tools and equipment suitable for the task. *How much products cost to make. *Explain their choice of tools and equipment in relation to the skills and techniques they will be using. **Substantive knowledge** Have knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet. **Disciplinary knowledge** Be able to use appropriate equipment and utensils, and apply a range of techniques for measuring out, preparing and combining ingredients		• Photographic evidence • Planning log • Economising

Combining ingredients: making bread	**Pupils will learn** *Accurately assemble, join and combine materials and components. *Accurately apply a range of finishing techniques, including those from art and design. *Use techniques that involve a number of steps. *Follow procedures for safety and hygiene. *Use a wider range of materials and components than Key Stage 1, including food ingredients and kitchen tools. **Substantive knowledge** Have knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet. **Disciplinary knowledge** Be able to use appropriate equipment and utensils, and apply a range of techniques for measuring out, preparing and combining ingredients		• Photographic evidence • Worksheet • Material log • Construction log
Design your own dish to reflect a culture or celebration	**Pupils will learn** *How sustainable the materials in products are. *About chefs and manufacturers who have developed ground-breaking products.		• Photographic evidence • Worksheet • Culture awareness • Sustainablity

Create your own dish to reflect your chosen culture or celebration	**Substantive knowledge** Have knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet. **Disciplinary knowledge** Be able to use appropriate equipment and utensils, and apply a range of techniques for measuring out, preparing and combining ingredients **Pupils will learn** *Why materials have been chosen *How well products achieve their purposes. *How well products meet user needs and wants. **Substantive knowledge** Have knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet. **Disciplinary knowledge** Be able to use appropriate equipment and utensils, and apply a range of techniques for measuring out, preparing and combining ingredients.		• Photographic evidence • Worksheet • Culture awareness • Specification

National Curriculum Key stage 3

Autumn 1-2	Knowledge	Skills	Assessment
Catering for needs **Recipe development**	**Pupils will learn** *How to use a broader range of preparation techniques and methods when cooking, e.g. stir frying, steaming, blending. *How to store, prepare and cook food safely and hygienically. *Follow procedures for safety and hygiene and understand the process of risk assessment. *How to competently use a range of cooking techniques for example, selecting and preparing ingredients; using utensils and electrical equipment. **Substantive Knowledge** Understanding safe working processes and procedures **Disciplinary Knowledge** Demonstrate good preparation and a variety of cooking techniques. With a focus on hygiene and safe working techniques.	**Year 7 Cooking & nutrition** • the importance of a healthy and varied diet as depicted in The Eatwell plate and Eight tips for healthy eating. • that food provides energy and nutrients in different amounts; that they have important functions in the body; and that people require different amounts during their life • how to taste and cook a broader range of ingredients and healthy recipes, accounting for a range of needs, wants and values • how to actively minimise food waste such as composting fruit and vegetable peelings and recycling food packaging. **Year 8 Cooking & nutrition** • how to store, prepare and cook food safely and hygienically • how to use date-mark and storage instructions when storing and using food and drinks • how to select and prepare ingredients • how to use utensils and electrical equipment • how to apply heat in different ways • how to use taste, texture and	• Photographic evidence • Baseline Testing • Worksheets • Working independently • Skill set log

		smell to decide how to season dishes and combine ingredients • how to adapt and use their own recipes • how to cook a repertoire of predominantly savoury dishes to feed themselves and others a healthy and varied diet	
Minimising waste	**Pupils will learn** *How to competently use a range of cooking techniques for example, selecting and preparing ingredients; using utensils and electrical equipment *How to taste and cook a broader range of ingredients and healthy recipes, accounting for a range of needs, wants and values *How to actively minimise food waste such as composting fruit and vegetable peelings and recycling food packaging. **Substantive Knowledge** Have good understanding of ingredient selection and food waste **Disciplinary Knowledge** Demonstrating good understanding of correct equipment application	**Year 9 Cooking & nutrition** • the importance of energy balance and the implications of dietary excess or deficiency, e.g. malnutrition, maintenance of a healthy weight • how to use nutrition information and allergy advice panels on food labels to help make informed food choices • how to use a broader range of preparation techniques and methods when cooking, e.g. stir-frying, steaming, blending • how to modify recipes and cook dishes that promote current healthy eating messages • the principles of cleaning, preventing cross-contamination, chilling, cooking food thoroughly and reheating food until it is steaming hot	• Photographic evidence • Baseline Testing • Worksheets

An introduction to what influences our food choices	**Pupils will learn** *How to adapt and use their own recipes. *Use specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations. *Produce ordered sequences and schedules for manufacturing products they design, detailing resources required. *Produce costings using spreadsheets for products they design and make. **Substantive Knowledge** Have the ability to make informed choice and develop existing recipes **Disciplinary Knowledge** Produce a spread sheet and a plan of action on how it will be manufactured.		• Excel spreadsheet • Worksheet (plan of action) • Development sheet • Specification • Manufacturing Log
Health and safety: preparation and hygiene	**Pupils will learn** *How to taste and cook a broader range of ingredients and healthy recipes, accounting for a range of needs, wants and values. *How to actively minimise food waste such as composting fruit and vegetable peelings and recycling food packaging.		• Junk food café • Pay as you feel • Scientific input into recycling and composting techniques.

	Substantive Knowledge Have a good understanding of minimising food waste and recycling **Disciplinary Knowledge** Demonstrating how to utilise perishable foods with focus on healthy recipes.		
Future food and the application of science **Food processing and organic farming**	**Pupils will learn** *That food is produced, processed and sold in different ways, e.g. conventional and organic farming, fair trade. *New and emerging technologies **Substantive Knowledge** Have a good understanding of farming methods and Fairtrade. **Disciplinary Knowledge** Researching modern farming techniques and supermarket product packaging.		• Internet research • Survey assessment • Photographic evidence • Worksheet
Cooking techniques and preparing food safely	**Pupils will learn** *How to store, prepare and cook food safely and hygienically. *How to use utensils and electrical equipment.		• Preparation skills • Worksheets • Skills set log • Competence skills
Dietary variety	**Pupils will learn** *Consider the influence of a range of lifestyle factors and consumer		• Preparation skills • Worksheets • Skills set log

	choices when designing products. *That people choose different types of food and that this may be influenced by availability, season, need, cost, where the food is produced, culture and religion *Consider additional factors such as ergonomics, anthropometrics or dietary needs.		• Competence skills • Economising • Life skills
New technologies in food production	**Pupils will learn** *About an increasing range of designers, engineers, chefs, technologists and manufacturers and be able to relate their products to their own designing and making. *New and emerging technologies.		

Spring1-2	Knowledge	Skills	Assessment
Chilled ready meals **How can we ensure that a meal has the correct balance of nutritional value for the body?**	**Pupils will learn** *The importance of energy balance and the implications of dietary excess or deficiency, e.g. malnutrition, maintenance of a healthy weight *How to use nutrition information and allergy advice panels on food labels to help make informed food choices. *The principles of cleaning, preventing cross contamination, chilling, cooking food thoroughly		• Photographic evidence • Life skills assessment • STEM input • Nutritional information and Economising

	and reheating food until it is steaming hot. *How to compare the cost of food when planning to eat out or cook at home.		
How can we prepare ingredients for a ready meal?	**Pupils will learn** *How to use a broader range of preparation techniques and methods when cooking, e.g. stir-frying, steaming, blending. *How to modify recipes and cook dishes that promote current healthy eating messages. *How to use date-mark and storage instructions when storing and using food and drinks. *How to select and prepare ingredients.		• Photographic evidence • Life skills assessment • STEM input • Nutritional information and Economising
How to analyse and develop a dish for a ready meal	**Pupils will learn** *Select appropriately from a wider, more complex range of materials, components and ingredients, taking into account their properties such as water resistance and stiffness. *How to use taste, texture and smell to decide how to season dishes and combine ingredients. *Create production schedules that inform their own and others' roles in the manufacturing of products they design.		• Photographic evidence • Life skills assessment • STEM input • Nutritional information and Economising • Development

When designing a chilled ready meal, what client needs should you be aware of?	**Pupils will learn** Research the health and wellbeing, cultural, religious and socio-economic contexts of their intended users. *Consider the influence of a range of lifestyle factors and consumer choices when designing products. *Consider additional factors such as ergonomics, anthropometrics or dietary need. *About the influence of food marketing, advertising and promotion on their own diet and purchasing behaviour.		• Photographic evidence • Life skills assessment • STEM input • Market research • Internet influence
Packaging pop-outs **Designing for others**	**Pupils will learn** *Work confidently within a range of relevant domestic, local and industrial contexts, such as the home, health, leisure, culture, engineering, manufacturing, construction, food, energy, agriculture and fashion. *Use specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations.	**Year 7 Design Technology** •follow procedures for safety and hygiene and understand the process of risk assessment • use a wider, more complex range of materials, components and ingredients, taking into account their properties • use a broad range of manufacturing techniques including handcraft skills and machinery to manufacture products precisely • exploit the use of CAD/CAM equipment to manufacture products, increasing standards of	• Worksheet • Photographic evidence. • Competence skills • Manufacturing log

Design influence in our design ideas **Sketching and modelling out your design ideas** **Modelling skills used in idea generation** **Production processes used in prototyping of design ideas**	**Pupils will learn** *Combine ideas from a variety of sources. *Decide which design criteria clash and determine which should take priority. **Pupils will learn** *Develop and communicate design ideas using annotated sketches. *Produce 3D models to develop and communicate ideas. **Pupils will learn** *Understand the performance of structural elements to achieve functioning solutions. *Produce 3D models to develop and communicate ideas. **Pupils will learn** *Select appropriately from specialist tools, techniques, processes, equipment and machinery, including computer-aided manufacture. *Test, evaluate, refine their ideas and products against a specification, taking into account the views of intended users and other interested groups.	quality, scale of production and precision • apply a range of finishing techniques, including those from art and design, to a broad range of materials including textiles, metals, polymers and woods **Year 8 Design Technology** • make use of specialist equipment to mark out materials • use a broad range of material joining techniques including stitching, mechanical fastenings, heat processes and adhesives • use CAD/CAM to produce and apply surface finishing techniques, for example using dye sublimation • investigate and develop skills in modifying the appearance of materials including textiles and other manufactured materials e.g. dying and applique **Year 9 Design Technology** • adapt their methods of manufacture to changing circumstances • recognise when it is necessary to develop a new skill or technique	• Worksheet • Photographic evidence. • 3D drawing assessment • Sketch development

Mass production of products	**Pupils will learn** *Use a broad range of manufacturing techniques including handcraft skills and machinery to manufacture products precisely. *Follow procedures for safety and hygiene and understand the process of risk assessment.		• Photographic evidence • Health & Safety log • Competence skills log • Baseline test • Final evaluation