# KS3 Curriculum – Food Technology

**The Ramsey Academy**

| | Autumn Term | | Spring Term | Summer Term | | |
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| Year 7 | **Topic:**<br>Health and safety<br>Cutting methods<br>Safe practice | **Topic:**<br>Eatwell Plate<br>Sections | **Topic:**<br>Eatwell Plate<br>Sections | **Topic:**<br>Eatwell Plate<br>Balanced Diet | **Topic:**<br>Healthy Eating | **Topic:**<br>Fakeaways |
| | **Declarative Knowledge:**<br>What personal and food hygiene mean<br>Food safety<br>What cross-contamination is<br>Equipment<br>The names and purposes of basic kitchen equipment<br>The basic rules for using knives safely | **Declarative Knowledge:**<br>The names of the main nutrients<br>Healthy eating<br>The basic principles of a balanced diet<br>Eatwell Guide<br>The main food groups | **Declarative Knowledge:**<br>Eatwell Guide<br>The main food groups<br>Cooking methods<br>The difference between boiling, grilling, baking, frying and steaming Ingredients<br>The basic functions of common ingredients | **Declarative Knowledge:**<br>Food provenance<br>Where common ingredients come from | **Declarative Knowledge:**<br>Processing<br>Sustainability | **Declarative Knowledge:**<br>Making Healthy Choices |
| | **Non-Declarative Knowledge:**<br>Safety and hygiene, wash hands correctly, prepare a safe workspace, use equipment safely and prevent cross-contamination.<br>Knife skills, Hold and carry a knife safely, use the bridge and claw techniques and cut ingredients with increasing accuracy. | **Non-Declarative Knowledge:**<br>Food preparation, Peel, chop, slice, grate, mix and combine ingredients effectively.<br>Cooking methods, Carry out basic methods such as boiling, simmering, baking and stir-frying.<br>Sauce making, follow a simple method to produce a sauce of an appropriate consistency. | **Non-Declarative Knowledge:**<br>Weighing and measuring, use digital scales, measuring jugs and measuring spoons accurately.<br>Using equipment, Select and correctly use basic equipment such as chopping boards, knives, graters, peelers, mixing bowls and saucepans.<br>Hob skills, Use the hob safely, regulate heat and stir food appropriately during cooking.<br>Oven skills, use an oven safely with supervision, select the correct temperature and use oven gloves correctly. | **Non-Declarative Knowledge:**<br>Following recipes in the correct sequence and organise tasks logically.<br>Time management, organise ingredients and equipment and complete practical work within the available lesson time. | **Non-Declarative Knowledge:**<br>Sensory evaluation, Taste food safely and evaluate appearance, aroma, taste and texture.<br>Quality control, recognise when food is correctly prepared or cooked and make simple adjustments where necessary. | **Non-Declarative Knowledge:**<br>Cleaning, Wash, dry and put away equipment correctly and leave the work area hygienic and organised.<br>Independence, Work with increasing confidence and independence during practical activities. |
| | **Assessment:**<br>Baseline | **Assessment:**<br>Practical Observation and Knowledge Assessment | **Assessment:**<br>Practical Observation and Knowledge Assessment | **Assessment:**<br>Practical Observation and Knowledge Assessment | **Assessment:**<br>Practical Observation and Knowledge Assessment | **Assessment:**<br>Practical Observation and Knowledge Assessment |
| | **Curriculum Connection:**<br>Science | **Curriculum Connection:**<br>Physics, Biology, Maths, Reading | **Curriculum Connection:**<br>Science, Reading | **Curriculum Connection:**<br>Maths, Literacy, Reading | **Curriculum Connection:**<br>Maths, Literacy, Reading | **Curriculum Connection:**<br>English Language, Literacy, Reading |

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| Year 8 | **Topic:**<br>Baseline- weight measures & time<br>Macro nutrients- carbohydrates & protein | **Topic:**<br>Macronutrients/ micronutrients<br>Fats<br>Nutrition | **Topic:**<br>Nutrition<br>Needs and planning healthy meals | **Topic:**<br>Sensory Evaluation | **Topic:**<br>Breadmaking – theory planning | **Topic:**<br>Breadmaking – evaluation |
| | **Declarative Knowledge:**<br>Know why cross-contamination occurs.<br>Prevent cross-contamination during a practical<br>Know different knife cuts<br>Demonstrate safe and accurate knife skills<br>Know the function of protein<br>Select appropriate protein foods<br>Know what coagulation means | **Declarative Knowledge:**<br>Know the function of fats, Select appropriate foods<br>Know the nutritional needs of a teenager | **Declarative Knowledge:**<br>Balanced diet<br>Know the reason for a balanced diet and plate | **Declarative Knowledge:**<br>Know the principles of sensory evaluation<br>Carry out and record a sensory test | **Declarative Knowledge:**<br>Know why yeast makes dough rise<br>Make and knead bread dough | **Declarative Knowledge:**<br>Know the principles of sensory evaluation<br>Carry out and record a sensory test |
| | **Non-Declarative Knowledge:**<br>Knife skills: use the bridge and claw grip confidently and accurately<br>Cutting techniques: apply a wider range of cuts such as dicing, slicing, chopping, julienne and baton with increasing consistency<br>Food preparation: peel, grate, zest, crush, measure and prepare ingredients accurately and efficiently | **Non-Declarative Knowledge:**<br>Weighing & measuring: independently use digital scales, measuring jugs and measuring spoons accurately<br>Hob skills: control the heat safely when boiling, simmering, frying and sautéing.<br>Oven skills: use the oven safely and select appropriate temperatures and cooking times with reduced teacher support.<br>Quality control: check food throughout preparation and cooking and adjust where required | **Non-Declarative Knowledge:**<br>Using eggs: crack, whisk and incorporate eggs successfully into recipes<br>Combining ingredients: select and use appropriate techniques such as stirring, whisking, folding, kneading and beating.<br>Time management: follow a practical sequence and organise tasks so that different components are completed at the correct time.<br>Presentation: portion, garnish and present dishes neatly and appropriately | **Non-Declarative Knowledge:**<br>Sensory evaluation: carry out sensory testing and use appropriate vocabulary when evaluating appearance, aroma, taste and texture.<br>Independence: follow a recipe or practical plan with decreasing reliance on teacher | **Non-Declarative Knowledge:**<br>Dough skills: mix, knead, shape and portion dough accurately, depending on the recipe being produced<br>Pastry skills: use the rubbing-in method, roll pastry evenly and line or shape pastry appropriately<br>Cake-making techniques: apply techniques such as the creaming method or all-in-one method accurately. | **Non-Declarative Knowledge:**<br>Food safety: demonstrate safe working practices automatically, including hand washing, preventing cross-contamination and checking food is thoroughly cooked.<br>Equipment: select and use suitable kitchen equipment safely with increasing independence.<br>Modification: use practical knowledge to make changes to recipes to improve nutrition, flavour, texture or appearance |
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| | **Curriculum Connection:**<br>Cross curricular | **Curriculum Connection:**<br>Science, Maths, Literacy, reading | **Curriculum Connection:**<br>Maths, Science, Reading | **Curriculum Connection:**<br>Reading | **Curriculum Connection:**<br>Reading, Biology | **Curriculum Connection:**<br>Science |

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| Year 9 | **Topic:**<br>Health and Safety<br>Balanced Diet<br>Eatwell Plate<br>Micronutrients (vegetables) | **Topic:**<br>Eatwell Plate<br>Macronutrients (fats) | **Topic:**<br>Eatwell Plate<br>Macronutrients (protein) | **Topic:**<br>Eatwell Plate<br>Macronutrients (simple carbohydrates) | **Topic:**<br>Eatwell Plate<br>Macronutrients (complex/starchy carbohydrates) | **Topic:**<br>Carbohydrates, bread and pastry |
| | **Declarative Knowledge:**<br>The functions and sources of the macronutrients: carbohydrate, protein and fat.<br>The difference between simple and complex carbohydrates.<br>The functions of key micronutrients, including vitamins A, B group, C and D, calcium and iron.<br>The importance of fibre and water in the diet. | **Declarative Knowledge:**<br>The principles of a balanced diet.<br>How nutritional requirements change according to age, activity level and life stage.<br>The possible health consequences of excessive or insufficient consumption of nutrients.<br>How to interpret basic food labels and nutritional information.<br>The importance of energy balance<br>Gelatinisation: how starch thickens a liquid when heated. | **Declarative Knowledge:**<br>Coagulation: how proteins set when heated.<br>Denaturation: how the structure of proteins can be changed by heat, acids or mechanical action.<br>How heat is transferred through conduction, convection and radiation.<br>How ingredients can perform different functional roles within recipes. | **Declarative Knowledge:**<br>Dextrinization: the browning of starch caused by dry heat. | **Declarative Knowledge:**<br>The characteristics of different cooking methods, including:<br>Baking<br>Boiling<br>Simmering<br>Steaming<br>Grilling<br>Roasting<br>Stir-frying<br>Shallow frying<br>They should understand why a particular cooking method is suitable for a food. | **Declarative Knowledge:**<br>The meaning of seasonal and local foods.<br>The meaning of food miles.<br>How food production can affect the environment.<br>Ways of reducing food waste.<br>The meaning of sensory analysis.<br>How food can be evaluated for appearance, aroma, flavour and texture.<br>Appropriate terminology for describing the sensory characteristics of food. |
| | **Non-Declarative Knowledge:**<br>Select appropriate equipment for a practical task.<br>Use weighing scales accurately.<br>Measure liquids accurately using a measuring jug.<br>Use the hob and oven safely and independently.<br>Use electrical equipment such as food processors and hand blenders safely.<br>Select appropriate pans, tins and utensils for different recipes.<br>Use oven gloves and handle hot equipment safely. | **Non-Declarative Knowledge:**<br>Students should be able to:<br>Make a roux sauce.<br>Control heat to prevent sauces from burning.<br>Stir effectively to prevent lumps forming.<br>Adjust the consistency of a sauce.<br>Recognise when gelatinisation has taken place.<br>Modify sauces using different flavours, ingredients and seasonings. | **Non-Declarative Knowledge:**<br>Students should be able to:<br>Crack and separate eggs safely.<br>Whisk eggs to incorporate air.<br>Use eggs for binding and coating.<br>Control temperature when cooking eggs.<br>Apply coagulation successfully when preparing dishes.<br>Use eggs as part of emulsified mixtures.<br>Judge when egg-based dishes have reached the correct consistency. | **Non-Declarative Knowledge:**<br>They should be able to:<br>Follow a practical method.<br>Change one<br>Measure ingredients accurately.<br>Observe changes during cooking.<br>Record results systematically.<br>Carry out sensory testing.<br>Compare samples.<br>Draw conclusions from practical results.<br>Use their findings to suggest improvements. | **Non-Declarative Knowledge:**<br>Students should be able to correctly perform a wider range of cooking methods, including:<br>Boiling<br>Simmering<br>Steaming<br>Baking<br>Roasting<br>Grilling<br>Stir-frying<br>Shallow frying<br>They should increasingly be able to select the most appropriate cooking method themselves rather than simply following teacher instructions. | **Non-Declarative Knowledge:**<br>Students should be able to:<br>Read a recipe before beginning practical work.<br>Identify the correct order of tasks.<br>Produce a basic time plan.<br>Prepare ingredients in advance.<br>Multitask appropriately.<br>Manage cooking and preparation simultaneously.<br>Monitor cooking times.<br>Complete a dish within an allocated lesson.<br>Clean and organise their workspace as they work. |
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