Food, Nutrition and Care - Key Stage 3 curriculum vision

We aim to provide an ambitious, inclusive and knowledge-rich curriculum that inspires all students to become confident, creative and informed designers, makers and consumers.Through engaging and practical experiences in Food and Textiles, students will:

- Develop a secure understanding of nutrition, healthy eating, food science and the principles of food preparation.
- Gain practical cooking and textiles skills that enable them to work safely, independently and creatively.
- Understand the cultural, social, environmental and ethical factors that influence food and textile production and consumption.
- Strengthen literacy, numeracy and scientific understanding through meaningful and relevant contexts.
- Foster high expectations, pride in work and attention to quality.
- Appreciate the diverse career pathways and industries linked to food, nutrition and textiles.
- Leave Key Stage 3 equipped with the knowledge, skills and confidence needed for further study, everyday life and active participation in a rapidly changing world.

Our curriculum is sequenced to ensure that knowledge and skills are revisited, practised and mastered over time, enabling all learners to make sustained progress and achieve success.

Year 7 overview

Topic Title	Year 7 – Food, Nutrition and Textiles
Pupils will know	Kitchen hazards and the control measures that keep a kitchen safe. The Ready to Cook routine, personal hygiene rules and the 4 C's of food hygiene. The food groups of the Eatwell Guide and how they form the basis of a balanced diet. The main food allergens, the purpose of food labelling and the information labels must show. How seasonality affects food production. How to work safely within Textiles to carry out hand embroidery and use the sewing machine.
Pupils will know how to (procedural knowledge)	Work safely and hygienically, using knife skills (bridge and claw) and use of the hob, oven and grill. Weigh and measure accurately and apply the creaming and rubbing-in methods. Use the Eatwell Guide to design a nutritionally balanced dish. Follow multi-step recipes independently to produce a range of savoury and sweet dishes. Use hand embroidery and machine stitching to produce a textile product of their own design.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	Kitchen safety, the Ready to Cook routine and the 4 C's of food hygiene. The Eatwell Guide as the model for a balanced diet. Accurate weighing and measuring, and the safe use of equipment.

Prior knowledge	Basic understanding of a healthy, varied diet and where food comes from (KS2). Basic handwashing and food hygiene awareness.
Future knowledge	Year 8 - Food miles, Fairtrade, diet and culture, raising agents and food across the curriculum. Year 9 and GCSE - Nutrition, food science investigation and independent cooking.
Key vocabulary	Tier 2 - Hazard, Control, Hygiene, Balanced, Proportion, Seasonal. Tier 3 - Cross-contamination, Bridge hold, Claw grip, Creaming, Rubbing in, Allergen.

Year 7 – Topic 1

Topic Title	**Let's Cook!**
Pupils will know	How to identify hazards in the kitchen and the control measures that reduce the risk of accidents. Why we follow the Ready to Cook rules before every practical and how to wash up correctly. The personal hygiene rules needed to keep the food we make safe and hygienic. Why it is important to measure accurately, and the names and uses of key pieces of equipment. The 4 C's of food hygiene (cleaning, cooking, chilling, cross-contamination) and how they reduce the risk of food poisoning. Which food groups make up the Eatwell Guide and how it helps us follow a healthy, balanced diet.
Pupils will know how to (procedural knowledge)	Identify kitchen hazards and put control measures in place. Follow the Ready to Cook routine and wash, dry and store equipment correctly. Apply personal hygiene rules during practical work. Weigh and measure ingredients accurately and use the creaming and rubbing-in methods. Use a knife safely (bridge hold and claw grip) and use the hob and oven safely. Prepare and cook: fruit salad, flapjack, Thai green curry, fruity buns, bolognese, Eatwell creamy pasta and a scone-based pizza.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	Kitchen safety, hazards and the Ready to Cook routine. The 4 C's of food hygiene and personal hygiene rules. The Eatwell Guide as the basis of a balanced diet. Accurate weighing and measuring, and the safe use of equipment.

Prior knowledge	Basic understanding of a healthy, varied diet (KS2). Basic handwashing routine and food hygiene awareness.
Future knowledge	Year 7 Topic 2 - Food allergies, food labelling, seasonality Year 8 - Food safety and hygiene and the Eatwell Guide revisited and deeper understanding developed.
Key vocabulary	Tier - Hazard, Control, Hygiene, Balanced, Proportion. Tier 3 - Cross-contamination, Bridge hold, Claw grip, Creaming, Rubbing in.

Year 7 – Topic 2

Topic Title	**Let's Keep Cooking!**
Pupils will know	How to use the Eatwell Guide to design a nutritionally balanced dish. The main food allergens, symptoms of a food allergy and what to do if someone has an allergic reaction. The purpose of food labels and the information they must, by law, include. How the seasons affect food production and which fruits and vegetables are in season throughout the year. The different types of cereal grain, how they are used in cooking, and how wheat is milled into flour. The nutritional composition and varieties of milk and the dairy products made from it.
Pupils will know how to (procedural knowledge)	Design a nutritionally balanced dish (pasta salad) using the Eatwell Guide. Apply a range of practical skills and use the hob, oven and grill safely. Use knife skills and food safety rules confidently across a range of dishes. Prepare and cook: pasta salad, egg fried rice, rock buns, fajitas, apple crumble and pizza toast.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	Designing balanced dishes using the Eatwell Guide. Allergen awareness and the purpose of food labelling. Seasonality, and the connection to environmental impact (SMSC).
Prior knowledge	Year 7 Topic 1 - the Eatwell Guide, hygiene rules, equipment and knife skills.
Future knowledge	Year 8 - Multicultural dishes, food miles, Fairtrade and raising agents.
Key vocabulary	Tier 2 - Balanced, Variety, Label, Seasonal. Tier 3 - Allergen, Intolerance, Cereal grain, Milling.

Year 7 – Topic 3

Topic Title	Puglies Project
Pupils will know	**Hazards in the textiles room and control measures that reduce the risk of accidents.** **How hand embroidery can be used to embellish a textile product and how to carry out a variety of stitches.** **The design process and how to apply it to create a textile product.** **The names of some of the key parts of the sewing machine and how to safely use the sewing machine to produce a quality product.**
Pupils will know how to (procedural knowledge)	**How to work safely within the textiles environment.** **How to carry out a variety of hand embroidery stitches safely and independently.** **The design process and how to apply it to create a textile product.** **How to safely use the sewing machine to produce a quality product.**
Core knowledge to know and remember to progress to later learning (foundational knowledge)	**Health and safety within the textiles environment and control measures that reduce the risk of accidents.** **Practical skills such as cutting, pinning, tacking, hand and machine stitching.** **Names of key parts of the sewing machine.** **The design process.**
Prior knowledge	**Basic hand stitching projects included within the KS2 DT curriculum.**
Future knowledge	**Year 8 - Sustainability within textiles, design and make project (tote bag)**
Key vocabulary	**Tier 2 - Design, assemble, evaluate, create, technique** **Tier 3 - Embroidery, fabric, seam, embellish, pattern**

Year 8 overview

Topic Title	Year 8 – Food and Textiles
Pupils will know	How food safety control measures and the Eatwell Guide underpin healthy, safe cooking. What food miles and Fairtrade are and their environmental, economic, social and ethical impact. How religion and culture influence diet, and the range of dishes eaten around the world. How food connects to other subjects across the curriculum at TGS (English, Geography, Maths, History, PE and Science). The different types of raising agent and how they work.

Pupils will know how to (procedural knowledge)	Apply food safety control measures and cook a range of multicultural dishes (SMSC). Make sauces and shape and bake products to a uniform standard. Cost recipes and apply units of measurement to food. Use a variety of cooking methods, including creaming, rubbing-in, melting, whisking, all-in-one and stir-frying.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	Food safety control and the Eatwell Guide (revisited and deepened). Food miles, Fairtrade and the environmental and ethical impact of food choices. Sauce making, costing and raising agents.
Prior knowledge	Year 7 - Hygiene, the Eatwell Guide, knife skills, seasonality and food labelling.
Future knowledge	Year 9 and GCSE - Food provenance, functions of ingredients, budgeting and food science.
Key vocabulary	Tier 2 - Sustainability, Ethical, Global, Culture, Costing. Tier 3 - Food miles, Fairtrade, Carbon footprint, Raising agent.

Year 8 – Topic 1

Topic Title	**Food Around the World**
Pupils will know	The control measures that can be put in place to reduce safety hazards in the kitchen. How the Eatwell Guide forms the basis of a healthy diet, and the potential health impact of an unbalanced diet. Which dishes are popular in different countries around the world. What food miles are and how they impact the environment we live in. How religion can affect diet, and how to plan meals to accommodate dietary restrictions. What Fairtrade is and the economic, social and ethical impact it has.
Pupils will know how to (procedural knowledge)	Apply food safety control measures during practical work. Use the rubbing-in, melting, whisking, stir-frying and all-in-one methods. Create a uniform product and use the hob and oven safely. Prepare and cook: Chilli con carne, scones, bean and chorizo stew, cheesecake, spring rolls, Fairtrade muffins and chicken curry.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	Food safety control measures. The Eatwell Guide as the basis of a balanced diet (deepened). Food miles, diet and culture, and Fairtrade.

Prior knowledge	Year 7 - hygiene rules, the Eatwell Guide, knife skills and seasonality.
Future knowledge	Year 8 Topic 2 - food across the curriculum and raising agents. Year 9 - food provenance, sustainability and plant-based diets.
Key vocabulary	Tier 2 - Sustainability, Ethical, Global, Culture. Tier 3 - Food miles, Fairtrade, Carbon footprint.

Year 8 – Topic 2

Topic Title	**Food Across the Curriculum**
Pupils will know	How food links to other subjects across the curriculum at TGS. How food supply impacts the environment and how we can make more sustainable food choices (geography). How to apply numeracy to food, focusing on units of measurement and costing recipes (maths). How war can affect food supply, with a focus on WW2 (history). The link between sports nutrition and how the food we eat fuels the body for sport (PE). The different types of raising agent used in baking and how they work (science).
Pupils will know how to (procedural knowledge)	Make a sauce and apply it within a dish. Cost a recipe and apply correct units of measurement. Experiment with chemical raising agents and observe their effect. Use the creaming method and shape pastry to a uniform standard. Prepare and cook: macaroni cheese, bean burgers, quesadilla and dip, Anzac cookies, jambalaya and maids of honour.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	Sauce making and the function of raising agents. Costing and numeracy applied to food. The environmental impact of food supply and sustainable choices.
Prior knowledge	Year 8 Topic 1 - Food safety, the Eatwell Guide and food miles. Year 7 - Weighing, measuring and the rubbing-in method.
Future knowledge	Year 9 - functions of ingredients, food science and budgeting/costing.
Key vocabulary	Tier 2 - Costing, Sustainability, Nutrition, Measurement. Tier 3 - Raising agent, Roux, Carbon footprint.

Year 8 – Topic 3

Topic Title	Sustainable Tote Bag
Pupils will know	The environmental impact of the textile industry, in particular fast fashion (SMSC). How reduce, repair, recycle can be applied within fashion and textiles to reduce the environmental impact of the industry. Practical skills such as using the iron, hand embroidery (wider variety of stitches), threading the sewing machine and construction skills (measuring, pinning, tacking, sewing a seam, hemming, edge-finishing).
Pupils will know how to (procedural knowledge)	Make more informed decisions regarding fast fashion by understanding the environmental impact of their choices. Design and make a reusable tote bag with a hand embroidered design. Use practical skills such as using the iron, hand embroidery (wider variety of stitches), threading the sewing machine and construction skills (measuring, pinning, tacking, sewing a seam, hemming, edge-finishing).
Core knowledge to know and remember to progress to later learning (foundational knowledge)	Hazards in the textiles environment and control measures to reduce the risk of accidents. The environmental impact of the textile industry. Practical skills such as threading the sewing machine, using the iron, measuring accurately, sewing a seam and hemming.
Prior knowledge	Year 7 - Health and safety in textiles, basic hand embroidery stitches, control of the sewing machine.
Future knowledge	GCSE Art (Textiles) - Embellishment and hand stitching techniques, use of the sewing machine.
Key vocabulary	Tier 2 - Design, sustainable, reduce, reuse, recycle Tier 3 - Hemming, threading, presser foot, needle, iron

Year 9 overview

Topic Title	Year 9 – Food and Nutrition
Pupils will know	Food safety hazards and control measures, and the key food poisoning temperatures. The macro and micronutrients and the functions of ingredients in a recipe. The structure and functions of eggs, the methods of heat transfer, and the science of bread and pastry.

	How to make healthy choices, adapt recipes for plant-based diets and cook on a budget. The impact of food waste, the importance of water, and how food hygiene ratings are awarded.
Pupils will know how to (procedural knowledge)	Work safely and hygienically, applying temperature control during multi-step practicals. Make bread, pastry (shortcrust and laminated puff), sauces and a range of baked products. Adapt and cost recipes for nutrition, budget and dietary need. Independently produce a range of skillful savoury and sweet dishes.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	Food safety and temperature control. The macro and micronutrients and their functions in the body. Functions of ingredients. Egg, bread and pastry science. Methods of heat transfer.
Prior knowledge	Year 7–8 - Eatwell Guide, hygiene, knife skills, baking and costing.
Future knowledge	KS4 - food science investigation (GCSE Food NEA1) and menu planning for dietary needs (GCSE Food NEA2, H&C NEA), nutrition, food safety and hygiene.
Key vocabulary	Tier 2 - Function, Texture, Budget, Adaptation, Analysis, Energy. Tier 3 - Macronutrient, Micronutrient, Gelatinisation, Coagulation, Lamination, Reduction.

Year 9 – Topic 1

Topic Title	**Food and Nutrition**
Pupils will know	How to identify food safety and hygiene hazards and the control measures to put in place. The macro and micronutrients we need in a healthy diet, including their functions and sources. Why we use certain ingredients in recipes and the role they play in the finished product. The structure of an egg and its many functions in cooking a wide range of products. Why we cook food, the methods of heat transfer, and how to select an appropriate cooking method. The science behind bread making and the functions of the ingredients in bread.
Pupils will know how to (procedural knowledge)	Identify hazards and apply control measures during practical work. Use knife skills, the hob and oven, and whisk to aerate a mixture. Make and shape pastry, and make, shape and bake bread. Use the creaming method and the oven to bake a uniform product.

	Prepare and cook: sizzling stir fry, 'Feel Good' soup, Swiss roll, quiche, sausage rolls, tear-and-share dough balls and Christmas cookies.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	Food safety and hygiene control. The macro and micronutrients and their sources and functions. Functions of ingredients in a range of products. Methods of heat transfer and why we cook foods. Egg, bread and pastry science.
Prior knowledge	Year 7–8 - Eatwell Guide, hygiene, knife skills and baking methods.
Future knowledge	Year 9 Topics 2–3 and KS4 - Nutrition in depth, food science investigation (GCSE Food NEA1) and menu planning (GCSE Food NEA2, H&C NEA).
Key vocabulary	Tier 2 - Function, Texture, Aeration, Structure. Tier 3 - Macronutrient, Micronutrient, Coagulation, Conduction, Convection, Radiation.

Year 9 – Topic 2

Topic Title	**Restart/Reset**
Pupils will know	The function in the body of each of the nutrients in the Eatwell Guide, and how to carry out dietary analysis. The reasons people may choose a plant-based diet, its benefits, and how to adapt recipes to make them suitable. Ways in which you can prepare healthy and nutritious meals on a tight budget. The impact of food waste on the environment and the ways in which food waste can be reduced. The importance of water for health, and the sugar content of some popular soft drinks. The role of an Environmental Health Officer and how food hygiene ratings are awarded.
Pupils will know how to (procedural knowledge)	Design and make a balanced dish, applying bread making and shaping skills. How to adapt a recipe to be suitable for a plant-based diet. Cost a meal and reduce waste using a 'fridge-raid' approach. Prepare and cook: balanced pizza, vegan lemon cake, meatballs and sauce, fridge-raid omelette, pasta bake and fakeaway chicken.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	Nutrient functions and dietary analysis. Adapting recipes for plant-based diets, and budgeting/costing. Food waste, hydration and food hygiene ratings.

Prior knowledge	Year 9 Topic 1 - Nutrition and food safety. Year 7–8 - Eatwell Guide and costing.
Future knowledge	KS4 - Menu planning for specific dietary needs (GCSE Food NEA2, H&C NEA) and sustainability.
Key vocabulary	Tier 2 - Budget, Adaptation, Analysis, Waste. Tier 3 - Plant-based, Hydration, Environmental Health Officer.

Year 9 – Topic 3

Topic Title	**Picnic Project**
Pupils will know	The role specific ingredients play in shortcrust pastry (food science). The different types of pastry and the wide variety of products they can be used to make. The causes and symptoms of food poisoning and the key temperatures relating to food safety. The link between physical activity and energy needs, and how energy imbalance may affect health. The dietary functions and sources of fibre.
Pupils will know how to (procedural knowledge)	Use a variety of skills such as shortening (rubbing-in), laminating, shaping, boiling, coating, baking, to produce a wide range of quality dishes. Use cake-making methods and the oven to produce a uniform bake. Apply food safety and knife skills throughout. Prepare and cook: picnic pasties, puff pastry, pinwheels, scotch eggs, tray bake and flatbread and dip.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	The functions of ingredients in pastry and the different types of pastry. Food poisoning, its causes and the key food safety temperatures. Energy balance and the role of fibre.
Prior knowledge	Year 9 Topics 1–2 - Food safety, nutrition. Bread and pastry skills. Year 7–8 - Rubbing-in method and earlier pastry work.
Future knowledge	KS4 - independent planning and preparation of a menu to a brief (GCSE Food NEA1 and NEA2, H&C NEA), nutrition (deeper K&U), food safety (deeper K&U).
Key vocabulary	Tier 2 - Pastry, Texture, Energy, Fibre. Tier 3 - Shortcrust, Lamination, Energy balance, Dietary fibre.