

Food and Nutrition KS3 Curriculum 2025-26

We have developed schemes of learning that take into account current educational thinking, best practice, national policies and statutory requirements, for example, national curriculum programme of study, advice from professional associations (such as the DATA Food teaching in secondary schools: A framework of knowledge and skills Technology Association), School Food Plan, Ofsted guidance, Public Health England, current healthy eating advice, food safety advice and examination specifications. This year we have also collaborated with researchers from Cambridge University, who are leading the way with research into Ultra Processed Foods, and have incorporated what we feel are the “best bits” from The Ministry of Food education in schools programme that we piloted in 23-24.

We have set out a rationale for the scheme of learning, including the aims, focus for each school year group, the anticipated starting point and differentiated learning outcomes for pupils, the key skills and knowledge that will be taught and the reason that these have been chosen.

We annually review expectations against a nationally published progression framework or similar.

We ensure that the range of food, ingredients and recipes studied come from the major food groups and reflect the recommended guidelines for a healthy diet

We communicate the aims and content of the scheme of learning to our stakeholders, specifying the key learning for each activity in terms of skills and knowledge.

Rationale

In KS3 we embed key learning throughout all years, by learning through doing, modelling good practice and building skills and working knowledge by revisiting and consolidating skills. As such, all years will build knowledge so pupils know:

1. how to store, prepare and cook food safely and hygienically
2. how to select and prepare ingredients
3. how to use utensils and electrical equipment
4. how to apply heat in different ways
5. how to use taste, texture and smell to decide how to season dishes and combine ingredients
6. how to adapt and use their own recipes
7. how to cook a repertoire of predominantly savoury dishes to feed themselves and others a healthy and varied diet
8. the importance of a healthy and varied diet as depicted in the Eatwell Guide and eight tips for healthy eating
9. 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
10. how to taste and cook a broader range of ingredients and healthy recipes, accounting for a range of needs, wants and values
11. how to actively minimise food waste such as composting fruit and vegetable peelings and recycling food packaging
12. the principles of cleaning, preventing cross-contamination, chilling, cooking food thoroughly and reheating food until it is piping hot

Progression has been built into the Scheme of Learning to enable pupils to acquire, develop and secure knowledge and skills over the three years. We continue to be sensitive to some pupils limited practical skills due to the impact of Covid-19 and we continue to ensure basic cooking skills are accessed and built on to assure engagement, confidence and safety for all.

Aims and Foci

Year 7

Aim: To confidently use a range of equipment and utensils to prepare and cook predominantly savoury snacks and light meals safely and successfully, and to understand and apply the principles of healthy eating.

Year 7s study food and nutrition once a week, for a double practical lesson for a term, as part of the D&T carousel. Knowledge and skills learnt include:

- Using all parts of the oven (hob/ grill/ oven).
- Preparation of a range of predominantly savoury hot and cold snacks and light meals to provide the skills for pupils to start preparing their own home cooked food as they start to become more independent.
- How to use the Eatwell Guide when selecting food and designing meals.
- How to read food labels.
- The importance of breakfast, and solutions for when we might want to skip breakfast.

Year 8

Aim: To confidently extend the knowledge and skills embedded in year 7, increasing the repertoire of predominantly savoury dishes, building skills for life that can be transferred to many other nutritious dishes.

Year 8s study food and nutrition throughout the school year, as part of the D&T programme of study. This provides increased double lessons for pupils, meaning more practical cooking lessons. Theory is mainly embedded in the practical lesson, but sometimes additional pre or post practical reading or tasks are completed. Knowledge and skills learnt include:

- Cooking for life- preparation of a range of good value dishes to provide nourishment and satiety, consolidating skills from year 7 and providing a good foundation of key culinary skills such as making roux and reduction sauce, cake making methods and preparation of a range of commodities from all food groups.
- What nutrients are, why our bodies need them, and what foods they are found in.
- Function of ingredients, including changes when heat is applied.
- Wise food shopping, focussing on environmental factors including transportation and sustainability.

Year 9

Aim: To embed and consolidate routines to enable efficient and proficient preparation of complex and well-balanced main meals and sweet treats, understanding the health and economic benefits of home cooking, and highlighting the concerns around UPF. and designing meals applying nutritional principles.

Year 9s complete a half term taster session of Hospitality and Catering in the first half of the year, in preparation for selection KS4 subjects as part of the Options process. They will then complete approximately ten weeks of food and nutrition lessons in the second half of the year, which will consist of a mixture of double practical lessons and single theory lessons. Knowledge and skills learnt include:

- Understand how to feed themselves and others a healthy and varied diet:
 - Menu planning- creating balance.
 - Comparing the nutritional needs of different groups of people.
 - The function of nutrients, and the effects of malnutrition.
 - Ethical and religious considerations.
 - Food allergies and intolerances- including anaphylaxis first aid training.
 - Portion control.
 - how to design or modify recipes and cook dishes that promote current healthy eating messages
- Environmental issues surrounding food production.
 - Processing and ultra processing.
 - Organic or conventional?
 - Saving energy in the kitchen.
 - Farm assurance.
 - The 3 Rs.

Year 7 Recipes	Year 8 Recipes	Year 9 Recipes
Porridge and toppings	Focaccia	Sweet potato muffins
Breakfast smoothies	Green mac and cheese	Folded flatbread
Breakfast seeded rolls	Lentil and spinach soup	Cardamom buns
Pancakes	Marble pear tray bake	Stuffed peppers
Croque monsieur	Loaded potato skins	Thai turkey meatballs
Cereal bars	Chilli con carne	Empanadas
Savoury scones	Fish finger sandwich	Fish tikka masala
Shakshuka	Calzone	Baked churros
Pop tarts	Noodles with beansprouts	Gnocchi and nut free pesto
Fried eggs on toast	Seasonal fruit cobbler	Zinger sliders

