# Food Science Curriculum Map 2026 - 2027

**Year 7 Teaching and Learning Overview**

| Week | Learning objectives: | Homework: |
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| 1.1 | To explain the layout of the food room.<br>To introduce pupils to the My learning journey booklet (progress tracker).<br>To recognise, name and locate the tools and equipment in the food room.<br>To describe the expectations for working in the food room.<br>To explain and apply health and safety practices used. | |
| 1.2 | Lesson 1: Health and Safety in a Food Room<br>To learn the Health and Safety practices used in a food room. | Health and Safety in the Kitchen |
| 2.1 | Lesson 2 Accurate Measurement<br>To learn to use a range of measuring equipment accurately | |
| 2.2 | Practical Lesson – Test<br>To apply the accurate measurement skills/knowledge to make a dozen cupcakes | |
| 3.1 | Lesson 3 All-in-One Cake<br>To learn the all-in-one theory and the function of ingredients | Terminology |
| 3.2 | Demonstrate how to handle and use chef knife. To complete the 'Knife Proficiency' test. | |
| 4.1 | Lessons 4 and 5 Delicious deli Salad<br>Cooking method – boiling and simmering<br>Knife skills – cut potatoes to even size; cut chives into small pieces<br>Health and Safety – demonstrate the safe use of hobs and drain hot liquid<br>Food Science - emulsion | Oven and Stove Top worksheet |
| 4.2 | Practical Lesson – to make the Deli Potato Salad | |
| 5.1 | Lesson 6 booklet<br>To learn about the principle of the Eatwell Guide in relation to a healthy diet | Food Diary |
| 5.2 | Continue with Lesson 6 | |
| 6.1 | Lessons 7 and 8 Vegetable Soup<br>Cooking methods – sauté; boiling, simmering<br>To demonstrate a soup using seasonal vegetable<br>To learn the chemical function of caramelisation and gelatinisation<br>To learn to use an electric liquidiser | To practise the skills learnt in the lesson |
| 6.2 | Practical lesson – to create a soup with seasonal vegetable | |
| 7.1 | Lesson 9 Pizza Toast - Demonstration<br>Appliance – use of grill<br>Knife skills – slice and dice<br>Food Science – dextrinisation | To create a healthy pizza toast |
| 7.2 | Practical lesson – to make the pizza toast | |

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| 8.1 | Lesson 10 Starchy Food Focus – Theory<br>- Where starchy foods come from and their nutritional value<br>- What happens to starch when dry and moist heat is applied? | Bread, Rice, Potatoes, Pasta and other Starchy Food worksheet. |
| 8.2 | Lesson 11 Something Fishy – Demonstration<br>Cooking Method – oven bake<br>Food hygiene – how to deal with high-risk food<br>Skills – cut fish to finger size, coat the fish | To apply the skills learnt in school at home. |
| 9.1 | Practical lesson – to make Fish Goujons | |
| 9.2 | Lesson 12 In the Dairy – Theory<br>- To find out where milk and dairy food come from<br>- Discuss the alternative dairy products for different dietary needs | Food Poisoning |
| 10.1 | Plenary<br>To appraise and evaluate their learning journey.<br>To evaluate their practical cooking experiences. | |
| 10.2 | Practical Lesson – A Treat: Kingsdale Famous Brownies | |

# Food Science Curriculum Map 2026 - 2027

**Year 8 Teaching and Learning Overview**

| Week | Learning objectives | Homework: |
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| 1.1 | To set up the folder<br>To re-introduce pupils to the My learning journey booklet (progress tracker).<br>Recap the name and locate the tools and equipment in the food room.<br>To describe the expectations for working in the food room.<br>To recap health and safety practices used. | |
| 1.2 | Lesson 1 Food Hygiene<br>Food Safety – the "4C"; how bacteria grow and multiply; how to control bacteria multiply | Create a Health and Safety Poster |
| 2.1 | Con't with Lesson 1 | |
| 2.2 | Reintroduce knife safety and renew the knife licence. | |
| 3.1 | Lesson 2 and 3 Macronutrient and Micronutrient - Tuna Pasta Salad<br>Name the micronutrients and macronutrients and state why they are needed in the diet.<br>Food safety: the food hygiene of handling uncooked food.<br>Food Science: gelatinisation, emulsification | Food Poisoning |
| 3.2 | Practical lesson – Tuna Pasta Salad | |
| 4.1 | Lesson 4 The Eatwell Guide<br>Recall The Eatwell Guide's principles and relate them to their diet.<br>To list and explain the primary nutrients and their functions provided by each food group.<br>To explain the importance of hydration. | |
| 4.2 | Con't with Lesson 4 | |
| 5.1 | Lesson 5 Energy<br>To define energy and explain why it is needed.<br>To identify sources of energy in the diet.<br>To describe how energy needs change throughout life.<br>To define energy balance and relate the consequences of imbalance. | Diet Analysis |
| 5.2 | Lesson 6 and 7 Mini Carrot Cake – Demonstration<br>Food Science – raising agent, the difference between bicarbonate of soda and baking powder; temperature control; functional and chemical properties of fat in cakes; coagulation.<br>Skills – grating; divide batter evenly | Use a nutrition programme to create the nutrition profile for the Mini Carrot Cake. |
| 6.1 | Practical Lesson – Mini Carrot Cake | |
| 6.2 | Lesson 8 Carbohydrate Matters<br>To explain the sources, types and functions of carbohydrates.<br>To explain the sources and functions of fibre in the diet.<br>Describe the dietary recommendations for carbohydrates (including fibre) and how they relate to their diet.<br>To identify varieties of bread and bread products available to the consumer. | Carbohydrate Matters worksheet |

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| | To investigate the functions of ingredients used in bread making. | |
| 7.1 | Lesson 9 and 10 Pizza Wheel – Demonstration<br>Knife skills – temperature control; slicing of vegetables; cutting the pizza to equal size<br>Skills -use of yeast; bread making and shaping.<br>The function of ingredients – yeast, herbs<br>Food Science: dextrinisation | To complete 'Demonstration Focus'. |
| 7.2 | Practical lesson – Pizza Wheel | |
| 8.1 | Lesson 11: What's for lunch? – Chicken Chow Mein Demonstration<br>Cooking method: boiling; stir-fry<br>Knife skills: cut chicken breast into strips; cut vegetables to a uniform size<br>Food Safety: how to handle poultry<br>Food Science: gelatinisation; coagulation<br>Function and chemical properties of food: marinate | To practice the skills learnt in the lesson at home. |
| 8.2 | Practical lesson – Chicken Chow Mein | |
| 9.1 | Lessons 12 and 13 Rubbing-In Method – Demonstration<br>Skills: rubbing-in<br>Food Science: shortening; gelatinisation; desalinisation<br>Knife skill: dice apply to uniform size | Apple Crumble Evaluation |
| 9.2 | Practical lesson – Apple Crumble | |
| 10.1 | Lessons 14 and 15 Hot and Happening – Thai Red Fish Curry Demonstration<br>Cooking method: boiling; simmering<br>Knife skills: cut fish fillet into cubes; chop basil<br>Food Safety: how to handle fish/seafood | To complete 'Demonstration Focus' |
| 10.2 | Practical lesson – Thai Red Fish Curry | |
| 11.1 | Plenary<br>To appraise and evaluate their learning journey.<br>To evaluate their practical cooking experiences. | |
| 11.2 | Practical Lesson – A Treat: Kingsdale Famous Brownies | |

# Food Science Curriculum Map 2026 - 2027

| Year 9 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| **Topic** | **Food Choice:**<br>• Factors that influence food choice<br>• British and international cuisines<br>• Sensory evaluation<br><br>**Practical Skills**<br>Roasted Mediterranean Vegetable Flan:<br>• Pastries making – shortcrust pastry<br>• Lining a flan tin/dish<br>• Vegetable preparation/knife skills<br><br>Fish Cakes:<br>• Vegetable preparation/knife skills<br>• Fish preparation/knife skills<br>• Coating and shaping<br>• Shaping | | **Food Safety:**<br>• Food spoilage and contamination<br>• Principles of food safety<br>**Food Choice:**<br>• British and international cuisines<br>• Sensory evaluation<br><br>**Practical Skills**<br>Victoria Sponge<br>• All-in-one cake method<br>• Batter making<br>• Butter cream-making<br>• Line a cake tin<br>• Cake decoration<br><br>Pasta with Chicken and Tomato Sauce:<br>• Knife skills – vegetable preparation<br>• Cooking pasta<br>• Sauce making - reduction | | Mock Exam | **Nutritional needs and Health:**<br>• Making informed food choices for a varied and balanced diet<br>• Energy needs<br>• To carry out nutritional analysis<br>• Diet, nutrition and health<br>**Cooking of Food and heat transfer:**<br>• Why food is cooked and how heat is transferred to food<br>• Selecting appropriate cooking methods<br><br>**Practical Skills**<br>Soya Sauce Chicken with Rice<br>• Portion a chicken<br>• Sauce making - reduction<br>• Cooking rice<br><br>Cinnamon Roll:<br>• Use of yeast<br>• Kneading and shaping dough |
| **Assessment** | **Theory:** Students are given an end-of-chapter test after each chapter.<br>**Practical tasks:** Students are assessed on their application of health, safety, and hygiene rules, organisation, time management, and presentation of the results. | | **Theory:** Students are given an end-of-chapter test after each chapter.<br>**Practical tasks:** Students are assessed through their applications of health and safety and hygiene rules, organisations, time management, and presentation of the results. | | | **Theory:** Students are given an end-of-chapter test after each chapter.<br>**Practical tasks:** Students are assessed through their applications of health and safety and hygiene rules, organisations, time management, and presentation of the results. |