

# Department Name: Food Technology

**Department’s vision:** Design and Technology is a subject which prepares pupils for work and life in the 21st century by allowing them to participate confidently and successfully in an increasingly technological world. Giving students a body of knowledge that builds a range of skills, up-to date subject knowledge, and creative thinking will make them adaptable in the face of change. Design and Technology can do this by empowering them to independently research, plan, implement and reflect and ensure they are equipped with the knowledge to develop practical skills and technical knowledge to participate in modern society.

YEAR GROUP	One Rotation of 10 weeks
Year 7	
What will students know by the end of the topic...	Year 7 pupils are introduced to the fundamentals of food and nutrition, beginning with kitchen safety, hygiene, equipment, and the Eatwell Guide. They explore basic food science through topics such as enzymic browning, heat transfer, and the role of bacteria in food poisoning, while also learning about food provenance, seasonality, food miles, and waste. Pupils develop practical cooking skills through a range of dishes (e.g. fruit salad, scones, muffins, bread, cookies, dhal and quesadillas), alongside learning how to plan, prepare and evaluate their work, including writing time plans. The course also builds understanding of nutrition, sensory testing, and product evaluation, helping students become more confident, informed, and independent in the kitchen.
Year 8	
What will students know by the end of the topic...	In Year 8, pupils build on their foundational knowledge by developing greater independence, confidence, and understanding of food preparation and nutrition. They learn more advanced food safety principles, explore how to adapt recipes to meet dietary needs, and investigate food labelling, marketing, and costings. Practical lessons include making dishes such as fajitas, chilli con carne, pizza, marble tray bake, and sweet and sour chicken, helping students refine a wider range of cooking techniques. Pupils also strengthen their planning and organisational skills through time plans and assessments, alongside gaining a deeper understanding of how food choices are influenced by health, lifestyle and consumer information.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>Y9</b> <b>What will students know by the end of the topic...</b>	<p>By Christmas, Year 9 students build strong theoretical knowledge of nutrition, food science and safety. They learn about balanced diets, the Eatwell Guide and key nutrients, including carbohydrates, proteins, fats, vitamins and minerals, alongside their functions, sources and health impacts. They also develop understanding of food science concepts such as gluten formation, coagulation, gelatinisation, dextrinisation and raising agents, as well as heat transfer and cooking methods. In addition, students study food safety (including cross-contamination, temperature control and food poisoning), sensory testing and how to analyse and modify recipes for health, while beginning to understand NEA coursework through research, investigation and evaluation.</p> <p>Practically, students become increasingly independent and skilled cooks, applying theory to a wide range of dishes. They develop advanced knife skills, accurate measuring, and safe use of equipment, while working with high-risk foods. They gain experience in bread, pasta and pastry making, learning techniques such as fermentation, gluten development and shaping, alongside cake making and sauce preparation. Cooking methods include boiling, baking, reduction and starch-based sauces, with dishes such as pasta, bread, pastry items, meat dishes and cakes. Students also carry out practical investigations linked to NEA tasks, using sensory testing and evaluation to improve their outcomes and deepen their understanding.</p>		<p>After Christmas, Year 9 students deepen their theoretical understanding of food science, nutrition and food production. They extend knowledge of macronutrients and micronutrients by applying it to health issues such as anaemia and dental health, and develop more detailed understanding of fats, sensory analysis and food choice. There is a strong focus on <b>food science in context</b>, including shortening and plasticity in pastry, enzymic browning, and a wider range of raising agents (chemical, mechanical and steam). Students also learn about <b>food processing and production</b>, including primary and secondary processing, preservation, pasteurisation, and the impact of additives and fortification. In addition, they begin to explore <b>food labelling, marketing and consumer choice</b>, linking knowledge to real-world decision-making and exam-style responses.</p> <p>Practically, students refine and extend their technical skills through more complex and independent dishes. They develop pastry techniques (shortcrust, puff and choux), advanced baking skills (e.g. sponge making and aeration), and continue using sauces, reduction and cooking methods with greater precision. New skills include <b>filleting fish, portioning chicken, marinating proteins and using different cooking methods such as frying and air frying</b>, alongside continued emphasis on food safety when handling high-risk ingredients. Students also complete <b>NEA-style investigations and mini NEA tasks</b>, such as testing fats in pastry or enzymic browning, requiring them to plan, carry out and analyse practical experiments. By Easter, practical work becomes more complex and exam-focused, linking high-level skills with independence, time planning and presentation.</p>		<p>After Easter, Year 9 students consolidate and apply their knowledge across nutrition, food science and food safety in more complex and exam-focused contexts. They deepen understanding of food production and sustainability, including farming methods, environmental impacts and food sources. Students also develop knowledge of food labelling and marketing, exploring how information such as traffic light labels and legal requirements influence consumer choices. Further theory includes food processing and preservation, the role of additives and fortification, and links to health. In addition, students are introduced to cultural and international cuisine (e.g. Indian cuisine), learning about ingredients, preparation methods and factors affecting food choice such as religion and ethics.</p> <p>Practically, students work at a higher level of independence and skill, completing more demanding dishes and NEA-style tasks. They develop advanced meat and fish preparation skills (e.g. filleting fish, portioning chicken), alongside cooking methods such as frying, air frying and marinating. Practical work focuses on meal production, presentation and time management, including full dishes like curries, breads and accompaniments, often made using time plans and dovetailing. Students also complete Mini NEA 2, where they plan, prepare and present dishes within a set timeframe, demonstrating organisation, technical precision and food safety. By the end of the year, pupils are expected to combine theory and practical skills confidently, producing high-quality dishes while applying knowledge of nutrition, science and evaluation.</p>	
<b>Y10</b> <b>What will students know by the end of the topic...</b>	<p>From September to Christmas, Year 10 students begin by developing a strong foundation in nutrition and health, focusing on balanced diets, the Eatwell Guide, portion sizes and meal planning. Students learn how nutritional needs change across life stages and how to adapt meals for specific dietary groups such as vegetarians, vegans and those with intolerances. They also study energy needs, including BMR, PAL and recommended nutrient intake, as well as the relationship between diet and health, exploring conditions such as obesity, cardiovascular disease, anaemia and bone health.</p> <p>Alongside this, students build detailed knowledge of food science, including the functional and chemical properties of proteins, fats and carbohydrates. Key concepts include coagulation, denaturation, aeration, emulsification, gelatinisation and caramellisation, with links made to real dishes. They also begin developing NEA 1 skills, learning how to plan and carry out food investigations (e.g. sugar in biscuits), including research, hypothesis writing, and analysis. By Christmas, students have strengthened their understanding of food choice factors, labelling and marketing, and have started applying their knowledge to exam-style questions, while developing independence in both theory and scientific application.</p>		<p>From Christmas to Easter, Year 10 students explore in detail the factors affecting food choice, including cost, lifestyle, culture, religion, ethics and medical needs, alongside food intolerances and allergies. Students also study food labelling and marketing, learning how to interpret nutritional information and understand how promotions and advertising influence consumer decisions. In addition, there is continued focus on sensory evaluation, including testing methods, taste panels and controlled conditions, helping students apply theory to practical investigations and exam-style questions.</p> <p>Students further develop their knowledge of food spoilage, contamination and food safety, including enzymic action, mould growth, microorganisms in food production, and safe storage, preparation and cooking temperatures. There is also a strong emphasis on sustainability and the environment, such as food miles, packaging, food waste, climate change and food security, alongside the role of technological developments like fortification and additives. During this period, students begin or continue NEA 1 investigations, applying research, planning and analysis skills to scientific experiments (e.g. sugar in biscuits), while increasingly linking theory to exam-style responses and real-world food issues.</p>		<p>From Easter to the end of the year, Year 10 students focus heavily on NEA 2 (Food Preparation Assessment), applying all their knowledge and skills independently. They begin by analysing the exam board task, carrying out detailed primary and secondary research linked to a chosen life stage, dietary group or cuisine. Students develop planning skills by generating and justifying dish ideas, selecting recipes that demonstrate a range of technical skills and suit the brief. This includes consideration of nutrition, cost, provenance, and presentation, as well as developing clear written justifications and research conclusions.</p> <p>Students then move into the practical and organisational stages of NEA 2, including trialling dishes, evaluating outcomes and producing detailed time plans for a three-hour practical exam. They refine key skills such as time management, dovetailing tasks, accuracy and food safety, before completing the final assessed practical where they prepare, cook and present dishes independently. After this, students complete a thorough evaluation, including sensory analysis, nutritional profiling, costing and suggested improvements. By the end of the year, students are able to combine high-level practical skills with detailed theoretical knowledge, demonstrating independence, precision and exam readiness.</p>	
<b>Y11</b> <b>What will students know by the end of the topic...</b>	<p>From September to Christmas, Year 11 students begin by consolidating their understanding of the GCSE course structure, including NEA 1 (Food Investigation), NEA 2 (Food Preparation) and the written exam. They revisit key food science knowledge such as proteins, carbohydrates, fats, raising agents and enzymic browning to support the demands of coursework. The main focus of the autumn term is completing NEA 1, where students research, plan and carry out scientific investigations into ingredients. They develop skills in research (primary and secondary), hypothesis writing, controlled experimentation, and data analysis, presenting results using graphs, tables and sensory testing. By the end of this stage, students are producing detailed evaluations and conclusions, linking findings to food science theory and real-life food preparation.</p> <p>After completing NEA 1, students transition to NEA 2, beginning with task analysis and research into a chosen brief linked to a life stage, dietary group or cuisine. They develop planning skills by generating research, analysing findings and starting to select suitable dishes. This leads into trialling dishes (Section B), where students practise a range of technical skills, evaluate outcomes using sensory analysis, and refine their choices for a final menu. Throughout this period, there is continued focus on exam preparation, including mock exams, revision of key topics (such as food choice and safety), and improving exam technique. By Christmas, students have completed NEA 1, made strong progress with NEA 2 research and trials, and are developing high levels of independence, organisation and technical skill.</p>		<p>From Christmas to Easter, Year 11 students focus intensively on completing NEA 2, moving from trials into final preparation and assessment. They continue developing their technical skills through further practical trials, refining dishes to meet the chosen brief and improve quality, presentation and complexity. Students evaluate each trial using sensory analysis, star profiling and written evaluations, allowing them to select and justify their final menu. At this stage, there is a strong emphasis on independence, precision and adapting dishes based on feedback, ensuring they meet assessment criteria for skill, creativity and nutritional suitability.</p> <p>Students then progress into the final stages of NEA 2, including producing detailed time plans (Section C) that demonstrate organisation, food safety and effective time management. This leads to the final 3-hour practical assessment (Section D), where students prepare, cook and present their dishes independently, applying a wide range of technical skills with accuracy. After the practical, they complete Section E, evaluating their dishes through sensory testing, nutritional analysis and costing, and suggesting improvements. Alongside NEA completion, students also undertake mock exam revision, consolidating theoretical knowledge and exam technique in preparation for the final written exam, ensuring they are fully prepared by Easter.</p>		<p>From Easter to the end of the course, Year 11 students shift their focus fully to revision and exam preparation, having completed NEA 2. They revisit key theoretical content across the specification, including nutrition, energy needs, diet-related health issues, food science, food safety, food choice and sustainability. Lessons are structured around retrieval practice, exam-style questions and extended responses, helping students strengthen their understanding of topics such as the Eatwell Guide, macronutrients, micronutrients, BMR, and health conditions like obesity, CHD and diabetes. There is also continued revision of food production, environmental impact and sustainability, including food miles, carbon footprint, food security, and technological developments such as fortification and GM foods.</p> <p>Alongside this, students focus heavily on exam technique, practising how to answer different question types (multiple choice, structured and long-response questions) and improving written answers using feedback from mock exams. They complete revision booklets, retrieval quizzes and timed practice questions, with particular emphasis on applying knowledge to unfamiliar contexts. By the final exam period, students are expected to recall and apply knowledge confidently, demonstrate strong analytical and evaluative skills, and write detailed, well-structured responses, ensuring they are fully prepared for success in the GCSE examination.</p>	

[Key Stage Four Specification Link](#)

[GCSE Food preparation and Nutrition 8585 | Specification | AQA](#)