Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

Class **Explorer 7E Curriculum** / *Food/2Lessons weekly*

Year	2026 – 2027 Autumn 1	2026 – 2027 Autumn 2	2026 – 2027 Spring 1	2026 – 2027 Spring 2	2026 – 2027 Summer 1	2026 – 20267 Summer 2
7E	**Topic: Mini Projects** **Introduction to Food Technology** **Safety and hygiene in the kitchen** **Developing basic food skills, peeling, chopping, grating, and slicing.** **Washing up the process.** **Suggested Key Questions:** To know where different equipment is stored. To know how to complete sensory analysis of their own product with support if needed. To know how to evaluate their own skills and techniques and, with support, identify how to improve with support if needed. To know hygiene and safety rules within the kitchen environment.	**Topic: Mini Projects** **Using basic kitchen equipment, including graters, knives, and kettle.** **Pupils will investigate browning.** **Knife skills proficiency test** **Suggested Key Questions:** To revisit how to use a grater. To know how to use a kettle correctly. To know how to use the claw and bridge hold when chopping. To know why we use different coloured boards. To know how to complete sensory analysis of their own product with support if needed. To know how to evaluate their own skills and techniques and identify how to	**Topic: Super Snacks** **Pupils learn how to make healthy snacks.** **Introduction to the Eatwell plate.** **Pupils develop their skills to include weighing and baking.** **Suggested Key Questions:** To know how to use the Eatwell guide to name foods for each group. To know what the main functions of protein Carbohydrate, and fat in the body. To know what a healthy snack is. To know how to weigh and measure accurately. To know how to evaluate their own skills and techniques	**Topic: Super Snacks** **Pupils will investigate rubbing in a method. Pupils will study the effects of cooking food. Where foods should be stored** **Suggested Key Questions:** To know the rubbing method. To know the different effects of cooking food. To investigate how the chemical structure and functional properties affect a range of ingredients when preparing, cooking, and storing food. To know where different foods should be stored with support if needed. To know how to weigh and measure	**Topic: Where does our food comes from.** **Analysis of their own product.** **To know how to evaluate their own skills and techniques and identify how to improve with support if needed.** To know how to wash up, dry up, put away equipment and leave their work area clean and tidy with support if needed. **introduction to where our food comes from plant or animal.** **Looking at local and seasonal food.** **Suggested Key Questions:** To know where different foods come from.	**Topic: Where does our food comes from.** **To investigate:** **Food miles** **Sustainability, and carbon footprint.** **Suggested Key Questions:** To be able to know where different foods come from in the world. To be able to understand how far food has traveled before it reaches the consumer. To be able to understand what a carbon footprint is on the total climate impact of an activity or item: from its creation, transportation and use to its destruction or wastage of food. To know how to weigh and measure accurately. To know how to complete sensory

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	To know how to prepare their area, ingredients, and equipment. At the end of the half term to use, a peeler, grater, and knife safely. To know how to wash up, dry up, put away equipment and leave their work area clean and tidy. **Key Skills and Knowledge:** **Pupils will gain knowledge of Health and Safety practices in the Food Room.** **Pupils will practice peeling, grating, and using a dull knife to progress using a sharper knife.** **Pupils will understand and follow the proper rules for cleaning, washing up, and drying the dishes.** **Recipes** Cheese on toast Fruit salad Apple crumble Free choice	improve with support if needed. To know how to prepare their area, ingredients, and equipment with support if needed. To know how to wash up, dry up, put away equipment and leave their work area clean and tidy with support if needed. **Key Skills and Knowledge:** **Pupils will understand the browning process; they will learn that browning as a chemical reaction impacts color, taste and nutritional value of the foods.** **Pupils will learn and practice using claw and bridge techniques to chop foods.** **Pupils will be able to choose different chopping boards for different purposes, e.g. green for vegetables, red for raw meat.** **Recipes**	and, with support, identify how to improve with support if needed. To know how to prepare their area, ingredients, and equipment with support if needed. To know how to wash up, dry up, put away equipment and leave their work area clean and tidy with support if needed. **Key Skills and Knowledge:** **Pupils will understand the use of the `Eat Well` guide to name foods for each group.** **Pupils will learn about the main functions of protein carbohydrates and fat in the body.** **Pupils will practice measuring and weighing skills.** **Pupils will recognize grams and kilograms, liters, and milliliters.** **Pupils will be able to tidy their work area and use the knowledge gained on appropriate**	accurately with support if needed. To know how to complete sensory analysis of their own product with support if needed. To know how to evaluate their own skills and techniques and, with support, identify how to improve with support if needed. To know how to wash up, dry up, put away equipment and leave their work area clean and tidy with support if needed. **Key Skills and Knowledge:** **Pupils will know rubbing in a method.** **Pupils will explore different effects of cooking food such as cooking food causes changes to occur like nutrients, color, texture and flavor.** **Pupils will investigate how the chemical structure and functional properties affect a range of ingredients when preparing,**	Looking at seasonal foods, particularly in the summer. To know how to weigh and measure accurately. To know how to complete senso **Key Skills and Knowledge:** **Pupils will gain knowledge of where different foods come from.** **Pupils will be able to give examples of some seasonal foods.** **Pupils will be able to weigh and measure accurately, with some support if required.** **Pupils will know how to complete sensory analysis of their own product.** **Pupils will be able to evaluate their own skills and techniques and, with support, identify how to improve with support if needed.** **Recipes** Ragu Spaghetti Bolognese Mini Pavlovas	analysis of their own product. To know how to evaluate their own skills and techniques and, with support, identify how to improve with support if needed. To know how to wash up, dry up, put away equipment and leave their work area clean and tidy with support if needed. **Key Skills and Knowledge:** **Pupils will be able to Understand food miles- locally grown foods and imported foods.** **Pupils will understand what we mean by sustainability and will be able to explain the carbon footprint, e.g. which food has the highest carbon footprint.** **Pupils will practice measuring and weighing skills.**

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		Calzone Pasta salad Quesadilla Bake off	**detergents and equipment.** **Recipes** Smoothies Coleslaw Cup cakes Frozen yoghurt bites Free choice	**cooking, and storing food. Pupils will learn where different foods should be stored, and they will put food away in the correct place, with support if needed.** **Recipes** Wedges Scones Pizza from Scratch Bake off	Own choice	**Recipes** Strawberry crumble buns Mini Strawberry tarts Raspberry crumble cup cakes Bake off
Links to Gatsby Benchmarks:	**Benchmark 2** Labour market information. What are the current trends in the jobs market that involve cooking skills that students are learning. **Benchmark 4.** STEM opportunities- linking career opportunities and what aspects of mathematics (e.g. measuring) they are learning. Careers in catering Students will investigate jobs and skills required for these jobs	**Benchmark 2** Labour market information. What are the current trends in the jobs market that involve cooking skills that students are learning. **Benchmark 4.** STEM opportunities- linking career opportunities and what aspects of mathematics (e.g. measuring) they are learning. Careers in catering Students will investigate jobs and skills required for these jobs	**Benchmark 2** Labour market information. What are the current trends in the jobs market that involve cooking skills that students are learning. **Benchmark 4.** STEM opportunities- linking career opportunities and what aspects of mathematics (e.g. measuring) they are learning. Careers in catering Students will investigate jobs and skills required for these jobs	**Benchmark 2** Labour market information. What are the current trends in the jobs market that involve cooking skills that students are learning. **Benchmark 4.** STEM opportunities- linking career opportunities and what aspects of mathematics (e.g. measuring) they are learning. Careers in catering Students will investigate jobs and skills required for these jobs	**Benchmark 2** Labour market information. What are the current trends in the jobs market that involve cooking skills that students are learning. **Benchmark 4.** STEM opportunities- linking career opportunities and what aspects of mathematics (e.g. measuring) they are learning. Careers in catering Students will investigate jobs and skills required for these jobs	**Benchmark 2** Labour market information. What are the current trends in the jobs market that involve cooking skills that students are learning. **Benchmark 4.** STEM opportunities- linking career opportunities and what aspects of mathematics (e.g. measuring) they are learning. Careers in catering Students will investigate jobs and skills required for these jobs