Brookvale ACADEMY

Food Technology Long Term Plan

Our KS3 Food Technology curriculum equips pupils with the knowledge, understanding and practical skills needed to make informed choices about food, health and wellbeing. Through engaging, hands-on learning, pupils develop independence in the kitchen, learn how to prepare and cook a range of dishes safely, and gain an understanding of nutrition, food hygiene, dietary needs and food production. Learning is designed to be relevant and meaningful, helping pupils connect classroom experiences with everyday life while building pride in their achievements.

Throughout the curriculum, pupils are encouraged to explore, question and investigate the food choices they make and the world around them. They develop practical skills through experimenting with ingredients, adapting recipes and creating dishes for different purposes and audiences. As their knowledge grows, pupils learn to evaluate their work, solve problems, overcome challenges and make responsible decisions about food, sustainability and healthy lifestyles. Opportunities to work collaboratively also help pupils develop resilience, communication skills and respect for others.

The curriculum provides a strong foundation for progression into KS4 food qualifications and other vocational pathways. By the end of Key Stage 3, pupils will be able to apply food safety principles confidently, use a range of cooking techniques independently and understand how food choices affect health and wellbeing. They leave KS3 equipped with the practical competence, knowledge and personal skills needed to succeed in accredited courses, future employment and independent living.

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Pathway ONE

Priorities: Increased attendance, develop positive relationships, Develop simple learning behaviours

Pathway 1 learners will access Food Technology through highly structured, supportive and sensory-aware sessions that prioritise positive relationships, simple routines and emotional regulation. Lessons will focus on developing basic learning behaviours while teaching core practical skills such as following simple food-safety rules, handling equipment safely and using fundamental cooking techniques. Activities will be broken into small, achievable steps, allowing pupils to experience success, use cooking to calm and focus, and feel proud of what they make. Group tasks will be carefully guided to build communication, cooperation and positive social interactions while considering cost, healthy choices and foods from different cultures.

Pathway TWO

Priorities: Increased attendance, improved engagement and participation in lessons, develop wider relationships, progress in literacy/numeracy

Pathway 2 learners will access Food Technology through engaging, well-structured practical lessons that build participation, confidence and wider relationships. Alongside hands-on cooking, pupils will begin to explore the theory of food through accessible, discussion-based activities—learning about foods from different cultures, farming, meat and dairy production, dietary requirements and basic nutrition. These conversations will help strengthen literacy and oracy skills while practical tasks support numeracy through weighing, measuring and following instructions. Collaborative cooking will continue to develop positive peer relationships, while the combination of practical and theory learning aims to improve engagement, increase attendance and support steady academic progress.

Pathway THREE

Priorities: consistently high attendance, consistently positive engagement and participation in lessons, appropriate positive social interactions,

Pathway 3 learners will access Food Technology through well-structured practical and theory lessons that promote consistently high attendance, strong engagement and meaningful academic progress. They will take part confidently in cooking tasks and discussion-based learning about global foods, nutrition and food production, while applying literacy and numeracy skills through planning, measuring and evaluating. Lessons will encourage appropriate positive social interactions, teamwork and independence, ensuring pupils participate positively and make sustained academic progress across the curriculum.

KS3					
Autumn		**Spring**		**Summer**	
Health and Safety and food hygiene Pupils will be able to: 1. Apply kitchen safety and hygiene rules independently and consistently, demonstrating an understanding of cross-contamination and safe food handling. 2. Work independently and responsibly, consistently	**Special Diets and dietary needs** Pupils will be able to: 1. Understand the Eatwell plate and a balanced diet and be able to evaluate different dishes for nutritional value. 2. Interpret nutritional labels, including mandatory information such as ingredients,	**Nutrition and Energy needs** Pupils will be able to: 1. Explain what calories are and how they provide energy for the body. 2. Describe energy in versus energy out, including how energy is used for daily activities and exercise. 3. Understand Basal Metabolic Rate (BMR) and explain that it is the energy the body needs at rest.	**Meat and Dairy** Pupils will be able to: 1. Identify how meat and dairy foods are produced, including key stages from farm to fork. 2. Describe different methods of farming for meat and dairy, such	**Practical food skills** Pupils will be able to: 1. Cook a range of savoury dishes confidently using a variety of equipment, ingredients and techniques safely and accurately. 2. Apply principles of healthy eating by adapting recipes to	Foods from around the world 1. Investigate global cuisines and explain how culture, history and geography shape traditional dishes and food identities. 2. Plan a culturally authentic dish that considers ingredient availability, cost, sustainability and the

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applying professional standards of food hygiene while planning and carrying out recipes. 3. Justify hygiene and safety decisions made during food preparation and explain how these influence food quality and consumer safety. 4. Adapt recipes and working methods while effectively managing hygiene and safety risks. 5. Critically evaluate their own work and the work of	allergens, energy, and nutrient content. 3. Identify and describe the main food groups and use the names carbohydrates, proteins etc 4. Understand the importance of fruit, veg, beans, pulses and dairy food and dairy alternatives. 5. Understand and name some allergies and intolerances and think about the alternatives for	4. Recognise that different people have different energy needs based on BMR, age, size, and activity level. 5. Identify and evaluate voluntary food labels (such as traffic-light labels and health claims) and use nutritional information to compare foods and make healthier choices.	as intensive, free-range, and organic systems. 3. Explain how meat and dairy are processed, including key primary and secondary processing steps. 4. Compare the environmental and ethical impacts of different meat and dairy production methods. 5. Evaluate nutritional roles of meat and dairy and make informed choices about healthier	improve their nutritional value. 3. Follow good food safety and hygiene practices to prevent contamination and reduce the risk of food poisoning. 4. Explain how different ingredients and cooking methods affect the taste, texture and outcome of dishes. 5. Evaluate dishes and suggest improvements based on nutrition, flavour, appearance and function.	needs of the people it is for. 3. Adapt and develop recipes from around the world to respect cultural traditions while managing budget, flavour and practicality. 6. Evaluate ingredients and cooking choices by comparing cultural authenticity, cost, environmental impact and suitability for different contexts. 5. Design and justify a full cooking plan for a cultural dish or event, showing an understanding of global food traditions and

others, focusing on hygiene, safety, and final outcomes.	those with allergies.		or sustainable alternatives.		responsible ingredient choices.

Core Key stage end points:

Pupils will be able to...

1. Follow food safety protocols, including cleanliness, safe food handling and preventing cross-contamination.
2. Use fundamental cooking skills confidently and work safely in the kitchen.
3. Explain that eating healthily means choosing foods that provide good nutrients for the body.
4. Use cooking as a way to calm down, focus or celebrate achievements, feeling proud of what they create.
5. Collaborate, communicate and use positive social skills during group-based cooking tasks, working with classmates to cook a meal together.