



# FOOD TECHNOLOGY & COOKING AND NUTRITION COMPOSITE KNOWLEDGE COVERAGE

## KEY STAGE 3

**Intent:**

At Tor View, through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making within Food technology. They should work in a range of domestic & local contexts [for example, home, restaurants, take-aways, street food, survival cooking ] and industrial contexts [for example, food manufacture food, energy, agriculture (including horticulture), sustainability. As part of their work with food, pupils should be taught how to cook & apply the principles of nutrition, including healthy eating, good nutrition and hygiene. We will teach pupils that learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably & well, now and in later life. Cooking and Nutrition encourages active engagement in learning, equipping pupils with skills to facilitate independence within the kitchen and an understanding of food that provides us with the nutrients to keep us alive. Food provides energy to the body, which helps us to grow. Food also provides the body with the requirements that help in building new tissues and cells for growth. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity.

		Cycle A (2023 - 2024)	Cycle B (2024 - 2025)	Cycle C (2025 - 2026)	Running throughout each cycle
<b>Autumn</b>	<b>1</b>	<p><b>KEEPING SAFE IN THE KITCHEN/FOOD HYGIENE</b></p> <ul style="list-style-type: none"> <li><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></li> <li>select from and use specialist equipment, techniques, processes, equipment and machinery precisely and know how to use all kitchen equipment safely</li> </ul>	<p><b>BASIC SKILLS</b></p> <ul style="list-style-type: none"> <li><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></li> <li>select from &amp; use specialist equipment, techniques, processes, equipment &amp; machinery precisely and know how to use all kitchen equipment safely</li> </ul>	<p><b>HEALTHY EATING</b></p> <ul style="list-style-type: none"> <li><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></li> <li>test, evaluate &amp; refine their ideas and products against a specification, considering views of intended users &amp; other interested groups</li> <li>develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations</li> </ul>	<p>When taking part in Food Technology sessions, pupils should be taught to:</p> <ul style="list-style-type: none"> <li>understand and apply the principles of nutrition and health</li> <li>cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</li> <li>become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]</li> <li>understand the source, seasonality and characteristics of a broad range of ingredients</li> </ul>
	<b>2</b>	<p><b>KITCHEN SAFETY/KNIFE SKILLS</b></p> <ul style="list-style-type: none"> <li><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></li> <li>use specialist equipment, techniques, processes, equipment and machinery precisely and know how to use all kitchen equipment safely</li> </ul>	<p><b>BASIC SKILLS</b></p> <ul style="list-style-type: none"> <li><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></li> <li>understand &amp; use the properties of different food groups &amp; the performance of adding additional ingredients to create a different outcome</li> </ul>	<p><b>HEALTHY EATING</b></p> <ul style="list-style-type: none"> <li><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></li> <li>identify and solve their own design problems &amp; understand how to reformulate problems given to them – including designing a menu for a certain cohort of people</li> </ul>	

Spring	1	<p><b>KNIFE SKILLS &amp; SAFETY/USING AN OVEN</b></p> <ul style="list-style-type: none"> <li>• <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></li> <li>• understand how more advanced mechanical systems used in their products enable a better/more time effective outcome – using an oven/microwave/pizza oven/bar-b-que</li> </ul>	<p><b>MACRONUTRIENTS</b></p> <ul style="list-style-type: none"> <li>• <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></li> <li>• select from and use a wider, more complex range of materials, components and ingredients, considering their properties including using different food types</li> </ul>	<p><b>HEALTHY EATING</b></p> <ul style="list-style-type: none"> <li>• <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></li> <li>• understand developments in design and technology, its impact on individuals, society &amp; the environment, &amp; the responsibilities of designers, chefs, food manufacturers &amp; growers</li> </ul>	
	2	<p><b>FRUIT &amp; VEGETABLES</b></p> <ul style="list-style-type: none"> <li>• <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></li> <li>• Macronutrients are the nutrients we need in larger quantities that provide us with energy: in other words, fat, protein and carbohydrate. Micronutrients are mostly vitamins &amp; minerals, &amp; are equally important but consumed in very small amounts. We generally get our micronutrients along with macronutrients.</li> </ul>	<p><b>MACRONUTRIENTS</b></p> <ul style="list-style-type: none"> <li>• <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></li> <li>• Macronutrients are the nutrients we need in larger quantities that provide us with energy: in other words, fat, protein and carbohydrate. Micronutrients are mostly vitamins &amp; minerals, &amp; are equally important but consumed in very small amounts. We generally get our micronutrients along with macronutrients.</li> </ul>	<p><b>BEST OF BRITISH/LANCASHIRE FESTIVAL</b></p> <ul style="list-style-type: none"> <li>• <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></li> <li>• develop &amp; communicate design ideas using annotated sketches, detailed plans for recipes &amp; methods &amp; oral &amp; digital presentations</li> <li>• use a variety of approaches to generate creative ideas &amp; avoid stereotypical responses – for example making a traditional Lancashire dish</li> </ul>	
Summer	1	<p><b>FRUIT &amp; VEGETABLES</b></p> <ul style="list-style-type: none"> <li>• <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></li> <li>• understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, chefs, food manufacturers and growers</li> </ul>	<p><b>ALL AROUND THE WORLD</b></p> <ul style="list-style-type: none"> <li>• <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></li> <li>• use research and exploration, such as the study of different cultures, to identify and understand user needs – including researching recipes and methods of cooking from around the world</li> </ul>	<p><b>BEST OF BRITISH/LANCASHIRE FESTIVAL</b></p> <ul style="list-style-type: none"> <li>• <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></li> <li>• analyse the work of past and present professionals and others to develop and broaden their understanding, including professional chefs and traditional recipes</li> </ul>	
	2	<p><b>FRUIT &amp; VEGETABLES</b></p> <ul style="list-style-type: none"> <li>• <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></li> <li>• understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, chefs, food manufacturers and growers</li> </ul>	<p><b>ALL AROUND THE WORLD</b></p> <ul style="list-style-type: none"> <li>• <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></li> <li>• understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, chefs, food manufacturers and growers</li> </ul>	<p><b>BEST OF BRITISH/LANCASHIRE FESTIVAL</b></p> <ul style="list-style-type: none"> <li>• <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></li> <li>• investigate new and emerging technologies in food preparation and creation of culinary dishes (including national and regional dishes)</li> </ul>	

Key Stage 3 Mapping CYCLE A (2023-2024)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>ASPIRATION FOR LIFE</b> <i>Preparation for Adulthood (PfA) (WHY?)</i>	<p><b>Preparation for Adulthood:</b></p> <p><b>Community:</b> Understanding their local community &amp; developing interest in Food, nutrition, growing food &amp; where food comes from including seasonality</p> <p><b>Cultural Capital:</b> Building experiences &amp; knowledge by immersing learners in the world around them, including food around the world &amp; how to create traditional recipes</p> <p><b>Cross-curricular Links:</b> Early Numeracy – weighing ingredients, measuring liquids for recipes, noting time taken for food to be cooked, computing – use of iPad for recording and designing recipes</p>					
<b>LEARNING FOR LIFE</b> <i>Composite &amp; Component Knowledge Focus / Objective (WHAT?)</i>	<p><b>KEEPING SAFE IN THE KITCHEN/FOOD HYGIENE</b></p> <ul style="list-style-type: none"> <li><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></li> <li>Select from and use specialist equipment, techniques, processes, equipment and machinery precisely and know how to use all kitchen equipment safely</li> </ul>	<p><b>KITCHEN SAFETY/KNIFE SKILLS</b></p> <ul style="list-style-type: none"> <li><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></li> <li>Use specialist equipment, techniques, processes, equipment and machinery precisely and know how to use all kitchen equipment safely</li> </ul>	<p><b>KNIFE SKILLS &amp; SAFETY/USING AN OVEN</b></p> <ul style="list-style-type: none"> <li><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></li> <li>Understand how more advanced mechanical systems used in their products enable a better/more time effective outcome – using an oven /microwave/pizza oven/bar-b-que</li> </ul>	<p><b>FRUIT &amp; VEGETABLES</b></p> <ul style="list-style-type: none"> <li><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></li> <li>Macronutrients are the nutrients we need in larger quantities that provide us with energy: in other words, fat, protein &amp; carbohydrate. Micronutrients are mostly vitamins &amp; minerals, &amp; are equally important but consumed in very small amounts. We get our micronutrients along with macronutrients.</li> </ul>	<p><b>FRUIT &amp; VEGETABLES</b></p> <ul style="list-style-type: none"> <li><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></li> <li>Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, chefs, food manufacturers and growers</li> </ul>	<p><b>FRUIT &amp; VEGETABLES</b></p> <ul style="list-style-type: none"> <li><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></li> <li>Understand developments in design and technology, its impact on individuals, society &amp; the environment, and the responsibilities of designers, chefs, food manufacturers and growers</li> </ul>
<b>IMPLEMENTATION 1</b> <i>Weekly focus &amp; sequenced learning (WHAT &amp; WHEN?)</i>	<p>Assessment – What do you know about staying safe in the kitchen? Food technology rules and hygiene – wash hands, apron on, tie long hair back, look around the food technology room – equipment, listening to instructions in class</p>	<p>Food technology rules and hygiene – wash hands, apron on, tie long hair back, look around the food technology room – equipment, listening to instructions in class</p> <p>Knife safety – handling a knife, cleaning a knife, claw and bridge hold. Practice cutting vegetables in readiness for making bean burgers next week</p>	<p>Assessment – What do you know about staying safe in the kitchen? Food technology rules and hygiene – wash hands, apron on, tie long hair back, look around the food technology room – equipment, listening to instructions in class</p>	<p>Where do vegetables come from? How do different fruit and vegetables grow? E.g. seeds/tubers. How can we have a sustainable diet? Debate on sustainability</p> <p>Posters – where do vegetables and fruit come from?</p>	<p>Assessment – What do you know about staying safe in the kitchen? Food technology rules and hygiene – wash hands, apron on, tie long hair back, look around the food technology room – equipment, listening to instructions in class</p> <p>Five a day – eat 5 fruit or vegetables every day</p>	<p>Food technology rules and hygiene – wash hands, apron on, tie long hair back, look around the food technology room – equipment, listening to instructions in class</p> <p>Understanding the seasonality of ingredients</p> <p>Looking at Pick your own farms Allotments Horticulture on FE Farms &amp; how they function</p>

**Key Stage 3 Mapping  
CYCLE A (2023-2024)**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>2</b>	Stir Fry Learning knife safety and how to cut fruit and vegetables in different ways – claw hold v bridge hold. Always walk with sharp knives in the food technology room Peeling, chopping, slicing, hob safety and frying	Bean Burgers What are beans? Where do they grow? What food group are they? What types of beans can you get? Bean Burgers – peeling, chopping, measuring out small amounts of spice using a teaspoon	Knowing the difference between utensils and equipment when preparing vegetables including food hygiene, baking, simmering, boiling	Identifying vegetables Preparing them to cook Wash/peel/chop Knife skills – handling a knife, claw hold, bridge hold	Identifying fruits and where they come from Preparing them to cook Wash/peel/chop Knife skills – handling a knife, claw hold, bridge hold	Fruit Kebabs Identifying fruits for a kebab & where they originate from. Preparing including health and safety and hygiene Wash/peel/chop Knife skills – handling a knife, claw hold, bridge hold
<b>3</b>	Peeling, dicing, fine chopping using the claw and bridge method, assembling ingredients to make Spinach, potato and chickpea curry or Bombay potatoes	Weighing and measuring ingredients, in readiness to make biscuits.  Biscuits with alternative flavours e.g. ginger, star anise, rosemary, coconut	Vegetable kebabs  Peeling, chopping, dicing, skewering, spraying oil, using an oven safely	Changes in fruit and vegetables as they are cooked – root vegetables from hard to soft, fruit from firm to soft and watery Identifying vegetables, naming them and learning about meals with vegetables Vegetable casserole	Fruit Salad Slicing fruit, changing where we hold the fruit to cut it Preparing including health & safety and hygiene Wash/peel/chop Knife skills – handling a knife, claw hold, bridge hold	Fruit Kebabs Identifying fruits for a kebab & where they originate from. Preparing including health and safety and hygiene Wash/peel/chop Knife skills – handling a knife, claw hold, bridge hold
<b>4</b>	Peeling, dicing, fine chopping using the claw & bridge method, assembling ingredients to make samosas Vegetable Samosas – discuss spices and where they come from as they cook	Weighing and measuring ingredients, in readiness to make biscuits. Shaping dough ready to roll out Biscuits with alternative flavours e.g. ginger, star anise, rosemary, coconut	Cake with alternative flavours e.g. beetroot, carrot, raspberry, or lemon	Identifying vegetables, naming them and learning about meals with vegetables Vegetable Curry	Humous and crudities Washing, chopping, slicing vegetables into thin sticks Making humous from garlic, chickpeas, lemon juice and yoghurt – no tahini = nut free school	Smoothies Identifying fruits for a kebab & where they originate from. Preparing including health and safety and hygiene Wash/peel/chop Knife skills – handling a knife, claw hold, bridge hold
<b>5</b>	Cake with alternative flavours e.g. ginger, star anise, rosemary	Food Hygiene – washing and preparing vegetables. Storing cooked and uncooked food in the fridge	Peeling, dicing, fine chopping using the claw and bridge method, assembling ingredients to make minestrone soup	Preparing them to cook Wash/peel/chop Knife skills – handling a knife, claw hold, bridge hold Soup	Hot/cold Tapas with crudities Diced cooked potatoes with salsa, garlic and herbs Preparing including health and safety and hygiene Wash/peel/chop Knife skills – handling a knife, claw hold, bridge hold	Smoothies Identifying fruits for a kebab & where they originate from. Preparing including health and safety and hygiene Wash/peel/chop Knife skills – handling a knife, claw hold, bridge hold
<b>6</b>	Vegetable burgers – Discuss veganism and vegetarianism as they cook, also sustainability within food	Peeling, dicing, fine chopping using the claw and bridge method, assembling ingredients to make vegetable soup	Weighing and measuring ingredients, in readiness to make biscuits – orange and lemon cookies – Jamie Oliver's recipe	Preparing them to cook Wash/peel/chop Knife skills – handling a knife, claw hold, bridge hold Ratatouille	Dips and vegetable sticks Identifying fruits/vegetables, naming them & learning about meals with vegetables Preparing including health and safety and hygiene Wash/peel/chop Knife skills – handling a knife, claw hold, bridge hold	Vegetable Kebabs Preparing including health and safety and hygiene Wash/peel/chop Knife skills – handling a knife, claw hold, bridge hold

Key Stage 3 Mapping CYCLE A (2023-2024)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>IMPLEMENTATION</b> <i>Models and Scaffolds</i> <i>(strategies and resources to support learning)</i> <i>(HOW?)</i>	Safe use of knives & equipment Demonstrations of claw & bridge holds for vegetables Discuss jobs in the Catering/Food Industry while they work Being inspired by celebrity chefs/local chefs/family and friends who cook	Safe use of knives & equipment Demonstrations of claw & bridge holds for vegetables Discuss jobs in the Catering/Food Industry while they work Being inspired by celebrity chefs/local chefs/family and friends who cook	Safe use of the hob/oven Demonstrations of simmering v boiling Jobs in the Catering/Food Industry Being inspired by celebrity chefs/local chefs/family and friends who cook Copying a celebrity's vegetarian dish	Identifying vegetables, naming them and learning about meals with vegetables Preparing vegetable to cook Wash/peel/chop Knife skills – handling a knife, claw hold, bridge hold	Identifying fruits/vegetables, naming them & learning about meals with vegetables Preparing including health and safety and hygiene Wash/peel/chop Knife skills – handling a knife, claw hold, bridge hold	Identifying fruits/vegetables, naming them & learning about meals with vegetables Preparing including health and safety and hygiene Wash/peel/chop Knife skills – handling a knife, claw hold, bridge hold
	<p><b>For each lesson;</b></p> <ul style="list-style-type: none"> <li>• Kitchen Rules</li> <li>• The Importance of hygiene</li> <li>• Health and safety = wash hands/apron on/wait for instructions/listening skills</li> <li>• Gathering equipment &amp; ingredients</li> <li>• Weighing and Measuring</li> <li>• Skills – using hands to make dough, pastry/cutting using knives/cutting/peeling/grating/rolling/mixing/boiling/simmering</li> <li>• Preparing vegetables and fruit in readiness to cook them in a variety of ways</li> </ul> <p>Staying Safe in the Kitchen   linked to Careers related learning and life-skills Knife skills and how to store, use and clean knives safely Reading and following a recipe – widget/words/objects of reference Being safe with equipment and tools Following a recipe</p>					
<b>LANGUAGE FOR LIFE</b> <i>Vocabulary, Signs &amp; Symbols</i> <i>(WHAT VOCABULARY?)</i>	Vegetables Health and safety Hygiene Wash/peel/chop Knife skills – handling a knife, claw hold, bridge hold Weighing, measuring ingredients, biscuits. Shaping dough, rolling out Cakes with alternative flavours e.g. ginger, star anise, rosemary, coconut	Beans – bean burger Vegetables Health and safety Hygiene Wash/peel/chop Knife skills – handling a knife, claw hold, bridge hold Weighing, measuring ingredients, biscuits. Shaping dough, rolling out Biscuits with alternative flavours e.g. ginger, star anise, rosemary, coconut	Weighing, measuring, scales Jugs/measuring jugs Kilograms/grams Litres/millilitres Oven/temperature/centigrade – degrees c Mixing, stirring, baking Peeling, chopping, dicing, skewering, spraying oil, using an oven safely beetroot, carrot, raspberry, or lemon Shaping dough, rolling out Biscuits with alternative flavours e.g. ginger, star anise, rosemary, coconut	Ratatouille Vegetables Health and safety Hygiene Wash/peel/chop Knife skills – handling a knife, claw hold, bridge hold Weighing, measuring ingredients, biscuits. Shaping dough, rolling out Biscuits with alternative flavours e.g. ginger, star anise, rosemary, coconut	Hot/cold Tapas with crudities Vegetables Health and safety Hygiene Wash/peel/chop Knife skills – handling a knife, claw hold, bridge hold Weighing, measuring ingredients, biscuits. Shaping dough, rolling out Biscuits with alternative flavours e.g. ginger, star anise, rosemary, coconut	Smoothies Vegetables Health and safety Hygiene Wash/peel/chop Knife skills – handling a knife, claw hold, bridge hold Weighing, measuring ingredients, biscuits. Shaping dough, rolling out Biscuits with alternative flavours e.g. ginger, star anise, rosemary, coconut
	<p>All language mentioned above and in addition all vocabulary associated with the following;</p> <ul style="list-style-type: none"> <li>➤ <b>Safe</b> = Food Hygiene/Keeping ourselves and food clean</li> <li>➤ <b>Healthy</b> = Proteins   Carbohydrates   Fats   Macro-nutrients</li> <li>➤ <b>World food</b> = Climate   Culture   Seasonality</li> <li>➤ <b>Macro-nutrients</b></li> <li>➤ <b>Food Groups and Nutrition</b></li> <li>➤ <b>Links to life-skills and Careers related learning</b></li> <li>➤ <b>Eatwell Guide</b></li> </ul>					

Key Stage 3 Mapping CYCLE A (2023-2024)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	➤ Fit for Life and 5-a-day					
<b>IMPACT</b> <i>How will we assess progress? (HOW DO WE KNOW?)</i>	<ul style="list-style-type: none"> <li>• <i>Small Steps to Success</i></li> <li>• <i>Small Steps to Independence</i></li> <li>• <i>Evidence for Learning</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Books</i></li> <li>• <i>Learner voice</i></li> <li>• <i>Ability to use utensils</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Transcripts by staff – pupils' conversations and answers</i></li> <li>• <i>Ability to stay safe in the kitchen</i></li> </ul>			

Key Stage 3 Mapping CYCLE C (2025-2026)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>ASPIRATION FOR LIFE</b> <i>Preparation for Adulthood (PfA) (WHY?)</i>	<p><b>Preparation for Adulthood:</b></p> <p><b>Community:</b> Understanding their local community &amp; developing interest in Food, nutrition, growing food and where food comes from</p> <p><b>Cultural Capital:</b> Building experiences and knowledge by immersing learners in the world around them, including food around the world and how to create recipes</p> <p><b>Cross-curricular Links:</b> Early Numeracy – weighing ingredients, measuring liquids for recipes, noting time taken for food to be cooked, computing – use of iPad for recording and designing recipes</p>					
<b>LEARNING FOR LIFE</b> <i>Composite &amp; Component Knowledge Focus / Objective (WHAT?)</i>						
<b>IMPLEMENTATION</b> <i>Weekly focus &amp; sequenced learning (WHAT &amp; WHEN?)</i>	1	Assessment – What do you know about staying safe in the kitchen? Food technology rules and hygiene – wash hands, apron on, tie long hair back, look around the food technology room – equipment, listening to instructions in class	Assessment – What do you know about staying safe in the kitchen? Food technology rules and hygiene – wash hands, apron on, tie long hair back, look around the food technology room – equipment, listening to instructions in class		Assessment – What do you know about staying safe in the kitchen? Food technology rules and hygiene – wash hands, apron on, tie long hair back, look around the food technology room – equipment, listening to instructions in class	
	2					

Key Stage 3 Mapping CYCLE C (2025-2026)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3						
4						
5						
6						
<b>IMPLEMENTATION</b> <i>Models and Scaffolds</i> <i>(strategies and resources to support learning)</i> <i>(HOW?)</i>	Insert examples of strategies and resources which can be implemented to support pupil learning of the component knowledge					
<b>LANGUAGE FOR LIFE</b> <i>Vocabulary, Signs &amp; Symbols</i> <i>(WHAT VOCABULARY?)</i>	Insert essential vocabulary, signs and symbols					
<b>IMPACT</b> <i>How will we assess progress?</i> <i>(HOW DO WE KNOW?)</i>	<ul style="list-style-type: none"> <li>• <i>Small Steps to Success</i></li> <li>• <i>Small Steps to Independence</i></li> <li>• <i>Evidence for Learning</i></li> <li>• <i>Books</i></li> <li>• <i>Learner voice</i></li> <li>• <i>Ability to use utensils</i></li> <li>• <i>Transcripts by staff – pupils' conversations and answers</i></li> <li>• <i>Ability to stay safe in the kitchen</i></li> </ul>					

Key Stage 3 Mapping CYCLE B (2024-2025)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>ASPIRATION FOR LIFE</b> <i>Preparation for Adulthood (PfA) (WHY?)</i>	<p><b>Preparation for Adulthood:</b></p> <p><b>Community:</b> Understanding their local community &amp; developing interest in Food, nutrition, growing food and where food comes from</p> <p><b>Cultural Capital:</b> Building experiences and knowledge by immersing learners in the world around them, including food around the world and how to create recipes</p> <p><b>Cross-curricular Links:</b> Early Numeracy – weighing ingredients, measuring liquids for recipes, noting time taken for food to be cooked, computing – use of iPad for recording and designing recipes</p>					

Key Stage 3 Mapping CYCLE B (2024-2025)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>LEARNING FOR LIFE</b> <i>Composite &amp; Component Knowledge Focus / Objective (WHAT?)</i>						
<b>IMPLEMENTATION</b> 1 <i>Weekly focus &amp; sequenced learning (WHAT &amp; WHEN?)</i>	Assessment – What do you know about staying safe in the kitchen? Food technology rules and hygiene – wash hands, apron on, tie long hair back, look around the food technology room – equipment, listening to instructions in class		Assessment – What do you know about staying safe in the kitchen? Food technology rules and hygiene – wash hands, apron on, tie long hair back, look around the food technology room – equipment, listening to instructions in class		Assessment – What do you know about staying safe in the kitchen? Food technology rules and hygiene – wash hands, apron on, tie long hair back, look around the food technology room – equipment, listening to instructions in class	
2						
3						
4						
5						
6						
<b>IMPLEMENTATION</b> <i>Models and Scaffolds (strategies and resources to support learning) (HOW?)</i>	Insert examples of strategies and resources which can be implemented to support pupil learning of the component knowledge					
<b>LANGUAGE FOR LIFE</b> <i>Vocabulary, Signs &amp; Symbols (WHAT VOCABULARY?)</i>	Insert essential vocabulary, signs and symbols					



**Key Stage 3 Mapping  
CYCLE B (2024-2025)**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>IMPACT</b> <i>How will we assess progress?</i> <b>(HOW DO WE KNOW?)</b>	<ul style="list-style-type: none"> <li>• <i>Small Steps to Success</i></li> <li>• <i>Small Steps to Independence</i></li> <li>• <i>Evidence for Learning</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Books</i></li> <li>• <i>Learner voice</i></li> <li>• <i>Ability to use utensils</i></li> </ul>		<ul style="list-style-type: none"> <li>• <i>Transcripts by staff – pupils' conversations and answers</i></li> <li>• <i>Ability to stay safe in the kitchen</i></li> </ul>		