



Inclusion is at the heart of our trust

Long Term/Curriculum Plan

School:

Crosshill School

Subject:

Food Technology - Inspire

Curriculum Planning

at Oak Learning Partnership



Long Term Plans

(Year/Pathway Group Overviews)

- Curriculum content on what students will learn about the subject content and about the logical order for teaching the content.
- Clear five/three year progression through the curriculum, which includes: key topics, termly knowledge and skills.
- Each year group/pathway individually broken down with unit overviews.
- Details around prior learning required.
- Clear end points and assessment information.
- Adaptations and key concepts mapped out.



Medium Term Plans

(Unit of Work for Each Year Group/Pathway)

- Each unit broken down by individual lessons.
- Specific pedagogical choices detailed, with links to appropriate resources.



Phase Lesson Plans

Lesson by lesson planning, using all of the above to achieve curriculum aims, adapted for class needs.

Curriculum Leadership	Katie Phillips – Science and Technology Lead
School Intent	<p>Upon entry to Crosshill School, students are assessed and placed within one of our three highly personalised pathways: Inspire, Explore and Discover. Within these pathways students needs are identified as formal, semi-formal and emergent learning styles. Each pathway has a bespoke curriculum and particular learning approach that enables all of our students to flourish. Throughout all pathways we build the curriculum around 6 main outcomes to ensure our students will:</p> <ul style="list-style-type: none"> • Know themselves • Possess functional skills • Be independent • Be good communicators • Be curious learners • Be prepared for adulthood <p>The outcomes above are personalised around the three identified pathways and leaders carefully craft personalised curriculum provision to meet the needs of the learners within the pathways. Students may transition into different pathways whilst they are at Crosshill. We recognise that as our young people develop and grow, so does their need for different skills, learning approaches and experiences. We are a responsive provision and review individual students' needs.</p>
Subject Intent	<p>At Crosshill, Food Technology within the Inspire Pathway supports learners in developing the skills, knowledge, and confidence needed to lead independent, healthy lives. Food Technology provides a purposeful platform through Inspire learners can gain practical life skills, explore nutrition and wellbeing, and make informed decisions about their health and lifestyle.</p> <p>The curriculum builds progressively on functional kitchen skills, food preparation techniques, and meal planning. Pupils develop the ability to work independently and collaboratively, learning how to follow recipes, manage time, and use equipment safely and hygienically. These experiences are underpinned by the development of communication and functional skills, reinforcing real-world application and problem-solving.</p> <p>A focus on cultural awareness, teamwork, and self-reflection allows learners to build confidence and broaden their horizons. Through increasingly independent engagement with cooking and food-related activities, students are well-prepared for the demands of adulthood, equipped with the tools to thrive socially, emotionally, and academically in the world around them.</p>

Key Stage 2, National Curriculum Aims	<p>KS1</p> <ul style="list-style-type: none"> -Use the basic principles of a healthy and varied diet to prepare dishes -Understand where food comes from <p>KS2</p> <ul style="list-style-type: none"> -Understand and apply the principles of a healthy and varied diet -Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques -Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. 	Key Stage 3, National Curriculum Aims	<p>KS3</p> <ul style="list-style-type: none"> -Understand and apply the principles of nutrition and health -Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet -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] -Understand the source, seasonality and characteristics of a broad range of ingredients
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Year 7	Year 8	Year 9	KS4 BTEC Unit 1: Home Cooking Skills (Level 2)
Topic: Healthy Eating	Topic: What's In Our Food?	Topic: Food Choices	Topic: Introduction & Core Skills
Knowledge: By the end of this unit, pupils will know: -Basic hygiene rules in the kitchen -Why we wash hands and clean surfaces -We eat with our senses -Foods can feel, smell, look, taste and sound different -The main food groups -Why we need a variety of foods -Fruit and veg help us stay healthy -Some grow on trees and others in the ground -Grains like Cous Cous give us energy -Carbs give us energy -Oats are a type of grain -Protein helps build muscles and stay strong – found in meat, beans and eggs -Dairy gives us calcium for bones -Potatoes are carbohydrates -A healthy plate includes all food groups -Some foods should be eaten less -Planning is part of cooking	Knowledge: By the end of this unit, pupils will know: -Personal and food safety practises -That nutrition is how food helps the body -That we need different nutrients to stay healthy -Fats give energy and help us keep warm -Not all fats are the same -Sugars give us quick energy -We have natural and added sugars -Water helps digestion, joins and the brain -We need around 6-8 cups a day -Vitamins help eyes, skin and the immune system -Vitamins are found in fruits and vegetables -Minerals help bones, blood and muscles -Minerals are found in veg, meat and dairy -What happens if we don't get enough vitamins and minerals -Lifestyle affects what food we need	Knowledge: By the end of this unit, pupils will know: -How to prevent cross contamination -That macronutrients are protein, carbs and fats -That micronutrients are vitamins and minerals -Coeliacs can't eat gluten -Gluten is found in wheat, barley, rye -Vegetarians do not eat meat or fish -Some religions have specific food laws -Food choices can be influenced by e.g. health, beliefs, cost, availability, preference -Smell affects the taste of food -The nose and tongue work together -Food labels show ingredients, allergens and nutrients	Knowledge: By the end of this unit, pupils will know: -The basic principles of food hygiene and kitchen safety, including: How to store, prepare and cook food safely, the importance of handwashing and cleaning surfaces, safe use of knives and cooking equipment -Common preparation and cooking techniques, such as: Chopping, slicing, grating, peeling, measuring and mixing, boiling, baking, roasting, frying, and simmering -How to plan a simple, nutritious two-course meal, including: Using the Eatwell Guide to balance meals, choosing appropriate ingredients, planning preparation and cooking steps -What makes a meal nutritious, including: key food groups and their role in the body, the importance of variety, fibre, fruit/veg, protein, and hydration -Basic kitchen organisation and time management, such as: using a recipe to guide preparation, keeping the workspace tidy and efficient -How to combine ingredients to create a full meal, including: selecting ingredients that work well together and preparing a main course and dessert or starter
Skills: -Washing hands correctly -Cleaning surfaces correctly -Listening to safety instructions -Describing food using sensory language -Exploring textures and smells	Skills: -Washing hands correctly -Storing ingredients safely -Identifying food groups -Identifying foods high in fat -Reading a simple food label	Skills: -Safe use of cloths and knives -Cleaning surfaces and equipment -Sorting food types -Matching foods to nutrient function -Handling raw meat hygienically	Skills: -Safely and accurately use knives and other tools -Cook using different methods: boil, bake, roast, fry, simmer -Follow simple multi-step recipes to produce full meals

<ul style="list-style-type: none"> -Expressing preferences -Sorting food into groups -Expressing likes or dislikes -Using a knife (with support) -Following a simple method -Identifying fruits and vegetables -Adding new flavours -Identifying foods from different groups -Sorting food into the Eatwell Plate -Making balanced food choices -Designing a simple recipe -Presenting food -Tasting and evaluating 	<ul style="list-style-type: none"> -Identifying sugary food -Comparing health alternatives -Grouping foods by nutrients -Identifying minerals ingredients -Comparing diets (e.g. sporty v inactive) -Selecting ingredients -Choosing cooking method -Applying safe prep and cooking skills -Tasting and evaluating 	<ul style="list-style-type: none"> -Identifying gluten-free symbols -Comparing packaging -Discussing protein alternatives -Understanding respectful food practices -Tasting with nose pinched -Identifying flavours/sensations -Reading and comparing food labels -Identifying allergy warnings and nutrient information -Planning ingredients -Writing step by step instructions -Preparing and cooking ingredients -Explaining choices -Suggesting improvements 	<ul style="list-style-type: none"> -Wash, peel, cut, grate, and portion ingredients -Measure ingredients using scales, cups, or spoons -Organise ingredients and equipment before cooking -Wash hands and clean surfaces effectively -Use colour-coded chopping boards correctly -Store perishable food safely (e.g., in fridge) -Use the Eatwell Guide to create balanced meals -Select and pair ingredients for a two-course meal -Sequence and time meal preparation steps -Read and follow a recipe with some independence -Work safely and calmly under time constraints -Clean as they go and tidy up effectively -Arrange food neatly and attractively on a plate -Use garnishes or simple styling for visual appeal -Describe what went well and what could be improved -Identify steps they managed independently -Begin thinking about how they could teach someone else in future terms
Topic: European Cuisine	Topic: Asian/African Cuisine	Topic: American Foods	Topic: Practical Independence & Cost-Saving
Knowledge: By the end of this unit, pupils will know: <ul style="list-style-type: none"> -Countries have different food traditions -Some familiar/popular dishes from different European countries -That planning helps cooking go well -How to research and choose a dish from a different country 	Knowledge: By the end of this unit, pupils will know: <ul style="list-style-type: none"> -Sustainability means protecting food and the planet -Food security means having enough food -African cuisine is varied and regional -Common ingredients include maize, beans and spices -Indian food uses lots of spices -Machines help make food faster and safer -Food can be grown in new ways 	Knowledge: By the end of this unit, pupils will know: <ul style="list-style-type: none"> -Provenance is where the food comes from and how it is produced -What local and imported mean -American Cuisine examples -American Cuisine has a fast food culture -Common Mexican food ingredients -Common Canadian food ingredients -Common Caribbean food ingredients 	Knowledge: By the end of this unit, pupils will know: <ul style="list-style-type: none"> -What makes cooking at home economical, including: Cost-per-portion, batch cooking, buying in season and reducing food waste -How to plan meals on a budget, including: Creating a weekly meal plan, writing shopping lists, comparing costs of ingredients -How to cook more independently, including: Reading and interpreting recipes, managing time and multitasking -How to make healthier, affordable alternatives to ready meals and snacks, including: swapping ingredients, cooking from scratch vs. pre-made food

			-How to teach or share a simple cooking skill, preparing for LO4 in the summer term
Skills: <ul style="list-style-type: none"> -Matching flags to food -Talking about different cultures -Describing English foods -Naming ingredients -Talking about savoury and spicy foods -Describing taste/texture -Designing a simple recipe -Presenting food -Tasting and evaluating 	Skills: <ul style="list-style-type: none"> -Discuss impact of food waste -Sorting foods into more or less sustainable -Matching food to its source -Explore new foods visually and through smell -Discuss cultural differences -Identify some spices by smell -Name colourful ingredients -Matching technology to food e.g. tractors, hydroponics -Compare dishes -Identifying sauces/ingredients -Planning ingredients -Choosing cooking method -Applying safe prep and cooking skills -Tasting and evaluating 	Skills: <ul style="list-style-type: none"> -Matching food to countries -Discussing food journeys (farm to fork) -Identifying local/global food -Naming ingredients in American Cuisine -Naming and identifying traditional and fusion cuisine -Comparing American cuisines -Planning ingredients -Writing step by step instructions -Preparing and cooking ingredients -Explaining choices -Suggesting improvements 	Skills: <ul style="list-style-type: none"> -Meal planning and budgeting -Choose meals that fit within a set budget -Write clear, realistic shopping lists -Calculate simple cost-per-portion -Independent cooking skills -Prepare full meals with reduced support -Use equipment safely and confidently -Work to time plans and recipes independently -Batch cooking and storage -Portion and store food safely -Label food for freezing or reheating -Evaluating and reflecting on choices -Justify food choices based on nutrition and cost -Compare home-cooked meals with supermarket equivalents -Peer support -Work with a partner to cook -Begin to explain methods and give cooking tips to others
Topic: Science of Food 1	Topic: Science of Food 2	Topic: Food Investigations	Topic: Skill Consolidation & Final Assessment
Knowledge: By the end of this unit, pupils will know: <ul style="list-style-type: none"> -Cooking changes food (texture, flavour, safety) -Some food must be cooked -We use our senses when we eat -Cooking food can change the sensory aspects of the food -Heat moves through pans and surfaces -Frying using conduction -Stir Fries uses fast cooking with heat from a pan (conduction) -Heat moves around food in the oven or in boiling water 	Knowledge: By the end of this unit, pupils will know: <ul style="list-style-type: none"> -Heat changes texture, flavour, colour -Some foods harden, soften or rise -Baking or grilling uses dry heat -Dry heat crisps or browns food -Baking causes rising and firming -Some foods go brown when exposed to air -Heat can slow or stop food browning -Frying uses fat to cook quickly -Frying often makes food golden or crispy -Boiling, simmering and steaming uses water. These methods soften food 	Knowledge: By the end of this unit, pupils will know: <ul style="list-style-type: none"> -A sauce is a liquid or semi-liquid that adds flavour, moisture, colour, or texture to a dish. -Sauces can be used as part of a dish or to complement a dish -That sauces can make food taste stronger, richer, sweeter, or more savoury. -How to categorise sauces: roux, blended, reduction, emulsion: Roux-based: A cooked mixture of fat (usually butter) and flour with added milk 	Knowledge: By the end of this unit, pupils will know: <ul style="list-style-type: none"> -How to teach or share a cooking skill with others, including how to break a task into steps, how to model and explain methods clearly, the importance of communication and demonstration -How to confidently plan and cook a full 2-course meal, independently: planning steps and ingredients, timing and sequencing tasks, presenting meals with pride and purpose -How to reflect on and evaluate their own cooking including what went well and what they would

<p>-Scones rise and brown in the oven due to convection heat</p> <p>-Radiation cooks from a distance</p>		<p>Blended: Made by blending soft or cooked ingredients, often using a blender or hand mixer</p> <p>Reduction: A sauce made by simmering liquid until it thickens and flavours intensify</p> <p>Emulsion: A sauce where two liquids that don't usually mix are combined</p> <p>-The science behind thickening: Gelatinisation: The process where starch (from flour) thickens a liquid when heated – key to roux-based sauces.</p> <p>Emulsification: The process of mixing oil and water-based liquids with help (e.g. egg yolk in mayonnaise).</p>	<p>improve, how they've progressed over the year and what skills they can now pass on</p> <p>-How to serve food attractively and appropriately, including table setting, garnishing and food styling, food portioning and plating techniques</p>
<p>Skills:</p> <ul style="list-style-type: none"> -Talk about raw v cooked -Tasting and describing food -Observing changes in food in a pan -Identifying hot surfaces -Watching food change while cooking -Comparing oven to hob -Observing food rising, bubbling or changing in oven -Observing food browning -Noticing heat without touching -Talk about cooking methods -Designing a simple recipe -Presenting food -Tasting and evaluating 	<p>Skills:</p> <ul style="list-style-type: none"> -Observing food before/after heating -Describing changes in food -Identifying dry heat sources -Discuss crispiness or browning -Testing fruit with lemon juice or heat -Observing and recording changes -Recognising safety risks -Identifying changes in food by sight or smell -Comparing food textures -Planning ingredients -Choosing cooking method -Applying safe prep and cooking skills -Tasting and evaluating 	<p>Skills:</p> <ul style="list-style-type: none"> -Use basic kitchen equipment safely -Measure ingredients accurately -Stir sauces continuously and control temperature to prevent burning or curdling -Combine ingredients in the correct order and recognise when a sauce has thickened -Safely pour and serve hot sauces -Observe and describe how sauces change during cooking -Carry out simple comparisons -Make predictions before cooking -Compare outcomes and suggest simple improvements -Identify healthy and less healthy sauce ingredients -Understand how sauces can make a meal more balanced -Use the Eatwell Guide to decide where a sauce fits into a healthy meal. 	<p>Skills:</p> <ul style="list-style-type: none"> -Break down and explain tasks -Show and guide others -Encourage and give constructive feedback -Independently plan a nutritious 2-course meal -Create a time plan and list of ingredients -Work cleanly and safely with minimal prompts -Use garnishes or plating techniques -Set a table or create a serving environment -Identify personal strengths and next steps -Explain how they've shared skills or recipes with others -Complete a final self-evaluation or record of learning