# The Hart School – Faculty of Design
# Yr 9 Food Preparation & Nutrition Curriculum Overview

**Curriculum intent:** Food Preparation and Nutrition at The Hart School teaches every pupil to cook safely, confidently and independently, and to understand the nutrition and food science behind what they eat. The curriculum delivers the Key Stage 3 National Curriculum for cooking and nutrition: understanding and applying the principles of nutrition and health, cooking a repertoire of predominantly savoury dishes, becoming competent in a range of cooking techniques, and understanding the source, seasonality and characteristics of ingredients.

Each year is taught as a rotation of 18 booklet lessons that alternate theory and practical, so knowledge is applied at the bench. Hygiene and safety are secured first and re-checked at the start of every year; nutrition, food science and food choice then build in demand from Year 7 to Year 9. Every lesson opens with retrieval, and all work is judged against one ladder from Bronze (identify) to Diamond (evaluate and justify), so pupils know precisely what the next step looks like.

We plan for every learner. Recipes are adapted for allergies and for medical, cultural and religious diets, and an allergen and medical-diet check precedes every practical. High-risk practicals are safety-gated. Practical work is scaffolded for pupils with SEND, readers, scribes and modified papers are used where needed, and Pupil Premium and SEND work is live-marked and analysed first.

**Yr 9 end points:** By the end of Year 9 pupils can plan and carry out food science investigations and draw evidenced conclusions; explain emulsification, gelatinisation, coagulation and dextrinisation; manage allergen risk and explain Natasha's Law; evaluate the environmental impact of protein choices and recognise food assurance labels; cut, portion, coat and fry with precision and safety; and write a professional standard time plan. They are ready for either Key Stage 4 food pathway.

**Yr 9 key dates (LTP):** Year 9 assessment week w/c 18.1.27 and 25.1.27 · AP2 window w/c 7.6.27 to 28.6.27 (KS3 exit paper) · w/c 21.6.27 options taster and KS4 transition · w/c 12.7.27 contingency lesson · reports home 14.7.27

| | Autumn 1 | | Autumn 2 | | Spring 1 | | Spring 2 | | Summer 1 | Summer 2 |
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| **Core Course Topic:** Booklet lesson (L) numbers and the week each is taught. | **Precision Knife Skills** L1 · Theory: Rules, H&S and Hazard Recap · w/c 7.9.26<br>**L2 · Practical: Advanced Chopping: Precision Cuts · w/c 21.9.26** | **Food Science: Emulsions** L3 · Theory: Food Science: Emulsions (investigation) · w/c 5.10.26<br>**L4 · Practical: Emulsion-Based Dish · w/c 19.10.26 (spans half term)** | **Food Issues: Allergies and Intolerances** L5 · Theory: Allergies and Intolerances: Natasha's Law · w/c 9.11.26 | **Investigation: Homemade Burgers; Sustainable Protein**<br>**L7 · Practical: Homemade Burgers: Cooking Loss and Sustainable Protein (safety-gated) · w/c 7.12.26** | **Food Science: Gelatinisation** L9 · Theory: Food Science: Gelatinisation (investigation) · w/c 18.1.27 | **Coagulation: Tagliatelle Carbonara**<br>**L10 · Practical: Tagliatelle Carbonara: Coagulation · w/c 1.2.27** | **Southern Fried Chicken: Summative Cook**<br>**L11 · Practical: Southern Fried Chicken: Knife Skills and Portioning (safety-gated) · w/c 22.2.27**<br>**L12 · Practical: Southern Fried Chicken: Coating and Frying (summative cook) · w/c 8.3.27** | **Time Plan Assessment** L13 · Assessment: Time Plan Assessment · w/c 22.3.27 (spans Easter) | **Feedback, Review and KS4 Pathways** L15 · Review: Feedback and DIRT · w/c 3.5.27<br>L16 · Review: Pupil Voice and KS4 Pathways · w/c 17.5.27 | **Options Taster and KS4 Transition** Post · Review: KS3 Exit Reported; Options Taster and KS4 Transition · w/c 7.6.27 to 12.7.27<br>w/c 12.7.27 · Contingency lesson |
| **Additional support links:** Topic-specific pages from trusted UK sources (links checked September 2026) | **Food a fact of life** Cooking skills videos (11–14)<br>**Food a fact of life** Hygiene and safety (11–14) | **Food a fact of life** Food science: functional and sensory properties<br>**Food a fact of life** Knowledge organisers (14–16) | **NHS** Anaphylaxis<br>**NHS** Food intolerance<br>**FSA** Natasha's Law: PPDS allergen labelling<br>**FSA (GOV.UK)** Food allergy and intolerance advice | **FSA (GOV.UK)** Burgers: food safety advice<br>**British Nutrition Foundation** Eating sustainably<br>**Food a fact of life** Where food comes from (11–14) | **Food a fact of life** Food science: functional and sensory properties<br>**Food a fact of life** Grain science (11–14) | **Food a fact of life** Food science: functional and sensory properties<br>**FSA (GOV.UK)** Cooking your food safely | **FSA (GOV.UK)** Why avoiding cross-contamination is important<br>**FSA (GOV.UK)** Cooking your food safely<br>**HSE** Catering and hospitality risks | **Food a fact of life** Cooking (11–14)<br>**Food a fact of life** Knowledge organisers (11–14) | **Food a fact of life** 14–16 years hub<br>**WJEC** Hospitality and Catering: past papers, key dates | **Food a fact of life** 14–16 years hub<br>**National Careers Service** Chef job profile |
| **Knowledge:** The specific knowledge your child will learn in detail | Rules, hygiene and hazards are re-secured ready for demanding practicals. Knife safety and the bridge and claw grips are refined. Precision cuts: julienne (fine matchsticks about 3mm × 3mm × 5cm), batonnet (thicker batons about 6mm × 6mm × 5cm) and brunoise (fine 3mm dice cut from julienne). Uniform size gives even cooking and a professional finish. | Oil and water are immiscible and separate. An emulsifier has a hydrophilic (water-loving) head and a hydrophobic (water-hating) tail, so it holds droplets of one liquid dispersed in the other. Lecithin in egg yolk stabilises mayonnaise (an oil-in-water emulsion); mustard also helps. Temporary emulsions such as vinaigrette separate on standing; stable emulsions do not. Investigation method: independent, dependent and control variables, a hypothesis, recorded results and an evidenced conclusion. | A food allergy is an immune system reaction to a food protein; it can cause anaphylaxis, a life-threatening reaction treated with an adrenaline auto-injector and a 999 call. A food intolerance does not involve the immune system; symptoms such as bloating and stomach pain are unpleasant but not life-threatening (e.g. lactose intolerance). UK law requires 14 allergens to be declared. Natasha's Law (in force since October 2021) requires food prepacked for direct sale to carry a full ingredients list with allergens emphasised. | Burgers are high risk because bacteria such as E. coli on the surface of meat are spread throughout during mincing, so burgers are cooked to a core of 75°C. Cooking loss: as meat proteins denature and coagulate they shrink, squeezing out water and melted fat, so weight is lost. Pupils weigh raw and cooked burgers and calculate the percentage loss: (raw weight − cooked weight) ÷ raw weight × 100. Sustainable protein: beef and lamb have the highest greenhouse gas emissions and land and water use per gram of protein, while beans, pulses and lentils have far lower impact. Pupils evaluate beef against plant proteins for cost, nutrition, sensory qualities and environmental impact, and recognise assurance labels: Red Tractor (British farm standards), MSC (sustainably caught fish) and Fairtrade (fair prices for producers). | When starch is heated in a liquid, the granules absorb water and swell from about 60°C, then burst, releasing starch that thickens the liquid; gelatinisation is complete at about 100°C. Stirring prevents lumps. Changing a variable, such as the type or amount of starch, temperature or stirring, changes the viscosity. | Heat denatures egg proteins, which then coagulate (set) at around 60°C to 70°C. In carbonara, residual heat from the hot pasta sets the egg into a smooth sauce; too much heat over-coagulates it, squeezing out liquid (syneresis) and scrambling the sauce. Pork is cooked through safely. | Pupils portion raw chicken accurately, controlling cross-contamination rigorously (red board, handwashing, sanitising). The coating is seasoned flour, egg or buttermilk, then crumb or flour. Oil must be hot enough (about 170°C to 180°C) to crisp the coating while the centre reaches 75°C. Dextrinisation (dry heat breaking starch into dextrins) and the Maillard reaction brown the coating. Hot oil safety: never leave it unattended, dry food before frying, never put water on an oil fire. | Pupils write a professional standard time plan for a dish of their choice that anticipates problems and justifies decisions. | Pupils act on feedback from the Key Stage 3 exit assessment, record attainment and effort, and reflect on their learning across Key Stage 3. Both Key Stage 4 food pathways are introduced before options. | Pupils complete options taster and transition tasks for both Key Stage 4 pathways. The Key Stage 3 exit result is reported at the school assessment point (AP2). |
| **Key vocabulary:** Subject terms your child should know, spell and use | *julienne, batonnet, brunoise, bridge grip, claw grip, uniformity* | *immiscible, emulsion, emulsifier, lecithin, hydrophilic, hydrophobic, stable, temporary, variable, hypothesis* | *allergen, allergy, intolerance, anaphylaxis, adrenaline auto-injector, prepacked for direct sale (PPDS), Natasha's Law* | *denaturation, coagulation, cooking loss, E. coli, carbon footprint, greenhouse gas, assurance label, Red Tractor, MSC* | *gelatinisation, starch granules, viscosity, roux, blended method* | *denaturation, coagulation, syneresis, residual heat* | *portioning, dextrinisation, Maillard reaction, core temperature, shallow frying, deep frying* | *time plan, dovetail, contingency, justify* | *DIRT, next steps, pathways* | *transition, pathway* |
| **Practical Skills:** The specific food skills your child will learn and practise | Julienne, batonnet and brunoise with control, accuracy and consistency | Planning a fair investigation; recording results; making and stabilising an emulsion | Applying allergen controls to scenarios; answering exam-style questions | Shaping evenly; safe raw beef handling; probing; weighing and calculating percentages | Controlled investigation; recording and explaining results | Controlling heat to set a smooth sauce; allergen check (egg, gluten, pork) | Portioning raw chicken; coating; safe frying with temperature control; probing to 75°C | Independent professional planning | Acting on feedback; reflecting on progress | Transition tasks for Key Stage 4 |
| **How it is assessed:** Formative checks and summative assessments | Recap check surfaces Year 7 and 8 gaps. L2: tracker against the ladder, Bronze (basic cuts with support) to Diamond (high precision, models technique). | L3: investigation write-up against the investigation ladder, Bronze (basic investigation) to Diamond (evaluates and refines). L4: tracker; a stable emulsion achieved and justified; allergen check (egg, mustard). | Scenario CFU and exam-style practice; directly informs the food room's allergen procedures. | Investigation: measure, compare and justify findings with food science; safety-gated tracker; short evaluation of beef vs plant protein sustainability in booklets. | Investigation write-up in booklets against the investigation ladder. | Tracker: coagulation and sauce science applied to a smooth, safe sauce. | L11: safety-gated tracker for accuracy, yield and cross-contamination control. L12: summative cook against the practical ladder; probed to 75°C; photographed for standardisation. | Summative planning assessment against the ladder, Bronze to Diamond. | DIRT: gap closure against the unit ladder; PP prioritised. Pupil voice evidence for options guidance. | AP2 is the Key Stage 3 exit paper; the Southern Fried Chicken cook, time plan and sensory analysis assessments are recorded alongside it and inform KS4 baselines. |
| **Builds on / leads to:** How this topic connects to prior and future learning | Builds on: Y7 and Y8 knife skills. Leads to: L11 portioning; Y10 knife techniques (2.3.1). | Leads to: L9 gelatinisation and L10 coagulation; Y10 cooking techniques, emulsifying (2.3.1). | Leads to: Y10 1.4.1 allergies and intolerances; Y11 special dietary needs (2.1.1). | Builds on: Y8 L11 and Y8 L10 sustainability. Leads to: Y10 environmental impact (1.1.4); Y11 environmental issues in menus (2.2.1). | Builds on: Y7 L6 roux. Leads to: Y10 sauces practical (2.3.1). | Builds on: L7. Leads to: Y10 and Y11 practical skills. | Builds on: Y8 L3 and L7. Leads to: Y10 proteins and cooking methods (2.3.1). | Builds on: Y8 L13. Leads to: Y10 and Y11 production planning (2.2.2). | Leads to: options and Key Stage 4 baselines. | Leads to: Year 10 Hospitality and Catering. |

**Recap Check** L1 · w/c 7.9.26

**Midpoint Assessment** L6 · w/c 23.11.26

**Sensory Analysis Assessment** L8 · w/c 41.27

**End of Rotation (KS3 Exit)** L14 · w/c 20.4.27 (reported AP2)