The Hart School – Faculty of Design
Yr 7 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 7 end points: By the end of Year 7 pupils can work hygienically and safely in the food room; name the main nutrients with their functions and sources; explain how bacteria multiply and state the critical temperatures for storing and cooking food; explain what seasonal food is and why it matters; and plan and cook a range of dishes using the melting, rubbing-in, muffin, roux and lamination methods with growing independence.

Yr 7 key dates (LTP): Year 7 data drop deadline 23.3.27 · Year 7 reports home 14.4.27 · AP2 window w/c 7.6.27 to 28.6.27 (end of rotation paper sat here; Rough Puff and time plan recorded alongside) · w/c 5.7.27 rotation complete: enrichment and consolidation · w/c 12.7.27 contingency lesson · reports home 14.7.27

	Autumn 1			Autumn 2		Spring 1		Spring 2		Summer 1			Summer 2
Core Course Topic: Booklet lesson (L) numbers and the week each is taught.	**Food Room Rules, Hygiene and Safety** L1 · Theory: Rules, Routines and Baseline · w/c 7.9.26 L3 · Theory: Personal Hygiene and Safety · w/c 5.10.26	**Carbohydrates and Fibre** **L2 · Practical: Fruity Flapjacks: Carbohydrates · w/c 21.9.26** **L4 · Practical: Carrot Cake: Fibre · w/c 19.10.26 (spans half term)**	**Hazards in the Kitchen** L5 · Theory: Hazards in the Kitchen · w/c 9.11.26	**Fat, Calcium and Protein** **L6 · Practical: Macaroni Cheese: Fat and Calcium (Roux) · w/c 23.11.26** **L7 · Practical: Chickpea Curry: Protein · w/c 7.12.26**	**Vitamins C and A; Seasonal Fruit** **L9 · Practical: Fruit Crumble: Vitamins C and A; Seasonal Fruit · w/c 18.1.27**	**Preventing Bacterial Growth** L10 · Theory: Preventing Bacterial Growth · w/c 1.2.27	**Independence and Critical Temperatures** **L11 · Practical: Blueberry and Cinnamon Muffins: Independence · w/c 22.2.27** L12 · Theory: Critical Temperatures · w/c 8.3.27	**Time Plans: Instructional Literacy** L13 · Theory: Time Plan: Instructional Literacy · w/c 22.3.27 (spans Easter)	**Rough Puff Pastry: Summative Cook** **L15 · Practical: Rough Puff Pastry: Summative Cook · w/c 3.5.27**	**Time Plan Assessment** L16–17 · Assessment: Time Plan Assessment · w/c 17.5.27 and 7.6.27	**Review and Pupil Voice** L18 · Review: Pupil Voice · w/c 21.6.27 w/c 5.7.27 · Rotation complete: enrichment and consolidation; 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** Hygiene and safety (11–14) **FSA (GOV.UK)** Why avoiding cross-contamination is important **Food a fact of life** Cooking skills videos (11–14)	**NHS** Starchy foods and carbohydrates **NHS** How to get more fibre into your diet **Food a fact of life** Energy and nutrients (11–14)	**Food a fact of life** Hygiene and safety (11–14) **HSE** Catering and hospitality risks	**NHS** Facts about fat **NHS** Calcium **British Nutrition Foundation** Protein and plant protein	**NHS** Vitamin C **NHS** Vitamin A **Eat Seasonably** seasonal produce calendar **Food a fact of life** Where food comes from (11–14)	**NHS** Food poisoning **FSA (GOV.UK)** Why avoiding cross-contamination is important **Food a fact of life** Hygiene and safety (11–14)	**FSA (GOV.UK)** How to chill, freeze and defrost food safely **FSA (GOV.UK)** Cooking your food safely **Food a fact of life** Cooking skills videos (11–14)	**Food a fact of life** Cooking (11–14) **Food a fact of life** Food life skills recipes and planning	**Food a fact of life** Food science: functional and sensory properties **Food a fact of life** Cooking skills videos (11–14)	**Food a fact of life** Cooking (11–14) **Food a fact of life** Knowledge organisers (11–14)	**Food a fact of life** Knowledge organisers (11–14) **NHS** The Eatwell Guide
Knowledge: The specific knowledge your child will learn in detail	Food room rules and routines: bags away, apron on, hair tied back, jewellery removed, sleeves rolled up, hands washed. Personal hygiene stops harmful (pathogenic) bacteria on hands, hair and skin reaching food. Correct handwashing: warm water, soap, at least 20 seconds, rinse, dry with a paper towel; wash after the toilet, touching raw food, bins or your face. Cross-contamination is the transfer of bacteria from one place to another, e.g. raw meat to ready-to-eat food via hands, boards or knives. Colour-coded boards: red raw meat, blue raw fish, yellow cooked meat, green salad and fruit, brown vegetables, white bread and dairy.	Carbohydrates are the body's main source of energy. Starch (complex carbohydrate) is found in bread, pasta, rice, potatoes and oats; sugars (simple carbohydrate) in fruit, milk, honey and table sugar. Fibre (non-starch polysaccharide, NSP) is not digested: it adds bulk, helps prevent constipation and keeps the digestive system healthy. Sources: wholegrains, oats, fruit, vegetables and pulses; 11 to 16 year olds need about 25g a day. The Eatwell Guide advises basing meals on starchy foods, choosing wholegrain where possible. Fruity Flapjacks use the melting method; Carrot Cake is a high-fibre baked snack.	A hazard is anything that could cause harm. Physical hazards: hair, glass, plasters, jewellery, packaging. Chemical hazards: cleaning products and pesticides. Biological hazards: bacteria, moulds and pests. Each hazard has a control measure: hair tied back and blue detectable plasters; chemicals stored away from food and used as directed; correct storage and thorough cooking. Kitchen safety: carry knives point down, never leave a knife in washing-up water, turn pan handles inwards, wipe spills immediately, use oven gloves.	Fat provides concentrated energy, insulation, protection of vital organs and the fat-soluble vitamins A, D, E and K. Saturated fat (mainly animal sources) should be limited; unsaturated fat (mainly plant sources and oily fish) is the healthier choice. Calcium, with vitamin D, builds strong bones and teeth (milk, cheese, yoghurt, fortified foods). Protein is needed for growth, repair and maintenance; sources include meat, fish, eggs, dairy and plant proteins such as chickpeas, beans, lentils and tofu. A roux (equal fat and flour cooked together, then milk added) thickens as the starch gelatinises.	Gaps found in the midpoint assessment are re-taught first. Vitamin C (water-soluble) helps the body absorb iron, makes collagen for healthy skin and blood vessels and supports the immune system; found in citrus fruit, berries, kiwi and peppers. It is damaged by heat and leaches into cooking water. Vitamin A (fat-soluble) supports vision in dim light, healthy skin and the immune system; found as retinol in dairy foods, eggs and oily fish, and as beta-carotene in orange and dark green vegetables. Seasonality and provenance: fruit is grown and harvested in its natural season; in January British apples and pears come from winter storage and forced rhubarb is in season (January to March). Seasonal, local produce is usually fresher, cheaper and travels fewer food miles; out-of-season fruit is imported or grown in heated glasshouses, using more energy. Fruit crumble uses the rubbing-in method.	Bacteria need warmth, moisture, food and time to multiply; in ideal conditions they can double about every 20 minutes (binary fission). High-risk foods (cooked meat, dairy, eggs, cooked rice) are moist and high in protein, so bacteria grow quickly in them. The Four Cs prevent food poisoning: Cleaning, Cooking thoroughly, Chilling correctly and avoiding Cross-contamination. Common symptoms of food poisoning include sickness, diarrhoea and stomach pain.	Pupils apply the muffin method (dry and wet ingredients mixed separately, then folded together only until combined) with growing independence, managing their own time and the oven. Critical temperatures are over-learned: the danger zone is 5°C to 63°C, where bacteria multiply fastest; fridges run at 0°C to 5°C; freezers at −18°C; food is cooked and reheated to a core temperature of 75°C and hot-held above 63°C. Food is reheated only once.	A time plan sequences a recipe into clear, numbered steps with timings, equipment, and hygiene, safety and quality points at the right moments (e.g. wash hands after handling raw egg; check the core temperature). Instructional writing uses imperative verbs (weigh, fold, bake), precise quantities and logical order.	Lamination: cold fat is layered into a dough by rolling and folding; chilling keeps the fat solid between the layers. In a hot oven the water turns to steam, pushing the layers apart, and the fat melts, giving a light, flaky texture. Pupils choose a savoury filling and apply food safety to any high-risk ingredients, then shape, seal and glaze their product.	Pupils independently write a detailed, accurate time plan for a dish, including timings, equipment, and hygiene, safety and quality points.	Pupils complete their time plan assessment and reflect in a structured pupil voice on what they learned and how well they learned it. Feedback, with disadvantaged pupils' voices actively sought, informs the curriculum review. End of rotation results are reported at the school assessment point (AP2).
Key vocabulary: Subject terms your child should know, spell and use	*hygiene, pathogenic bacteria, cross-contamination, protective clothing, colour-coded boards, ready-to-eat*	*carbohydrate, starch, sugar, fibre (NSP), wholegrain, Eatwell Guide, melting method*	*hazard, risk, physical, chemical, biological, control measure, contamination*	*saturated, unsaturated, fat-soluble, calcium, vitamin D, protein, plant protein, roux*	*vitamin, water-soluble, fat-soluble, beta-carotene, rubbing-in, seasonality, provenance, food miles*	*bacteria, binary fission, high-risk food, Four Cs, food poisoning, core temperature*	*danger zone, core temperature, temperature probe, reheat, hot holding, muffin method*	*sequence, imperative verb, time plan, hygiene point, safety point, quality check*	*lamination, rough puff, rest, chill, flaky, egg wash, glaze*	*time plan, sequence, contingency, justify*	*reflection, strengths, targets*
Practical Skills: The specific food skills your child will learn and practise	Handwashing routine; setting up and clearing down a work station; washing up in the correct order; wiping and sanitising surfaces	Melting method; weighing and measuring accurately with digital scales and measuring spoons; grating; greasing and lining a tin; safe oven use; testing when baked	Identifying hazards in a kitchen scene; choosing the correct control measure; safe carrying, use and storage of knives and equipment	Roux sauce (melt, stir, thicken); boiling and draining pasta safely; dicing an onion using the bridge and claw grips; simmering; seasoning to taste	Rubbing in to a breadcrumb texture; peeling, coring and slicing fruit; acting on feedback (DIRT)	Applying the Four Cs to storage and preparation scenarios; correct fridge storage order (raw meat at the bottom)	Folding without over-mixing; portioning evenly into cases; independent time and oven management; using a temperature probe	Sequencing a method; writing clear instructions; estimating timings	Laminating by rolling and folding; chilling and resting pastry; shaping, sealing and glazing; hygiene throughout a demanding technique	Independent planning and sequencing	Evaluating own learning and progress
How it is assessed: Formative checks and summative assessments	Baseline paper maps every pupil's starting point and informs grouping, targets and SEND support. L3: live questioning and exit ticket on the ladder, Bronze (states one hygiene rule) to Diamond (evaluates professional scenarios and recommends controls). PP pupils live-marked first.	L2: live marking at the bench against the practical and sensory ladder, Bronze (uses terminology with support) to Diamond (justifies with precise terminology); WWW and EBI. L4: Practical Progress Tracker for accurate weighing and the role of fibre.	CFU and exit ticket on the ladder, Bronze (identifies a hazard with support) to Diamond (justifies controls in professional scenarios).	L6: tracker against the practical ladder for roux technique and sauce consistency, plus a method-sequencing check. L7: tracker for dicing and safe cooking temperature; 'Which protein?' image-sort retrieval.	Tracker for rubbing-in and fruit preparation; DIRT evidence in booklets shows midpoint gaps closed; 'in season now or imported?' sort as an exit question.	CFU and exit ticket on bacterial growth conditions and the Four Cs.	L11: independence observed on the tracker (ladder Gold to Diamond: a known method applied unaided). L12: scenario questioning and exit ticket on exact temperatures.	Formative review of drafts against the time plan ladder, preparing for the summative time plan assessment (L16 and L17).	Summative faculty assessment: judged against the practical ladder, Gold to Diamond (control of a demanding technique). A photograph of every outcome is kept for standardisation.	Summative faculty assessment against the time plan ladder, Bronze to Diamond; the Diamond standard anticipates problems and justifies decisions. Recorded in the department markbook.	School assessment point (AP2) is the end of rotation paper. Reports home w/c 12.7.27.
Builds on / leads to: How this topic connects to prior and future learning	Builds on: KS2 D&T cooking and nutrition. Leads to: hazards (L5), bacterial growth (L10), Y8 raw protein handling.	Builds on: L1 hygiene. Leads to: Y8 carbohydrates and GI (L4); Y11 Unit 2 nutrition (2.1.1).	Builds on: L1 and L3. Leads to: L10 bacterial growth; Y9 hazard recap; Y10 1.3 hazards, risks and risk assessment.	Builds on: L2 nutrients. Leads to: Y8 protein (HBV/LBV) and micronutrients; Y9 gelatinisation investigation.	Builds on: L2 and L6. Leads to: Y8 micronutrients (L6) and Y8 sustainable design brief (L10); Y11 cooking methods (2.1.2).	Builds on: L3 and L5. Leads to: L12 critical temperatures; Y10 1.4.1 named food poisoning bacteria.	Builds on: L4 and L10. Leads to: L13 time plans; Y10 1.4 temperature and storage controls.	Leads to: L16 and L17 assessment; Y8 L13; Y10 and Y11 production planning (2.2.2).	Builds on: L9 rubbing-in and L13 planning. Leads to: Y8 sausage plait and choux; Y10 dough and pastry (2.3.1).	Leads to: Y8 time plan assessment (L13).	Leads to: Year 8 rotation.

Baseline Assessment — L1 · w/c 7.9.26

Midpoint Assessment — L8 · w/c 4.1.27

End of Rotation Assessment — L14 · w/c 20.4.27 (reported AP2)