



“There is no sincerer love than the love of food,” George Bernard Shaw



Food Technology Rationale:

At The Beacon Centre, our core ethos is rooted in empowering students with essential life skills that foster independence, confidence, and well-being. We place particular emphasis on teaching students how to prepare healthy, flavourful, and budget-conscious meals—an invaluable skill, especially for our diverse student body, many of whom may not have access to this learning outside of school. Through hands-on, practical experiences, we promote independent learning and personal responsibility. Our curriculum extends beyond the kitchen, offering students a comprehensive understanding of the environmental impacts of food production and the importance of making sustainable choices. This includes exploring seasonal and locally sourced ingredients, the significance of food provenance, and the urgent issue of food waste. Additionally, students engage with a variety of multicultural cuisines, broadening their awareness of different cultures and religious practices within the UK. This not only enhances their culinary knowledge but also fosters a more inclusive, respectful, and tolerant outlook on the world around them.

Food Technology Intent:

The aims for Food Technology are:

- Our young people will be able to cook a variety of meals independently
- Our young people will be able to cost out a meal and cook to a budget, giving particular thought to the current cost of food crisis
- Our young peoples’ self-esteem will grow as they become more proficient within the kitchen
- Our young people will familiarise themselves with the principles of the ‘EatWell’ guide and will know what constitutes a healthy and varied diet
- Our Young People learn about the importance of good hygiene in the kitchen
- Our young people will know the health and safety rules when in a kitchen environment
- Our young people will become helpful members of their families by contributing to meal preparation and planning when at home
- Our young people will have a better understanding of where food comes from, the advantages and disadvantages of processed food, the ethics behind ‘food miles and the differences between organic and non-organic foods.

Implementation

Food Technology is delivered three times per week to Key Stage 3 (KS3) students, including one double session. The curriculum is structured around two key strands:

- Practical Cookery Lessons
- Food Theory Lessons

At Key Stage 4 (KS4), students receive one double lesson per week. These sessions integrate both practical cooking and theoretical content to provide a well-rounded learning experience.

The KS3 curriculum operates on a three-year cycle. All KS3 students follow the same weekly lesson plan, with resources carefully differentiated to meet a wide range of learning needs. In contrast, KS4 lessons are taught separately to Year 10 and Year 11 cohorts, ensuring age-appropriate progression and challenge.

Each half-term focuses on a specific theme, such as *Global Street Food*, *Home Delights*, or *Desserts*. The complexity of recipes and culinary techniques increases progressively through each cycle and across key stages.

To support student progression, each unit begins with a baseline assessment to identify prior knowledge and skill levels. The outcomes of these assessments are used to inform lesson planning, allowing teachers to tailor instruction to address learning gaps and promote skill development. A final assessment is conducted at the end of each unit to measure progress and consolidate learning.

Impact:

- Students' confidence and self-esteem will develop over the course of the unit through an acquisition of a variety of cookery skills
- Students will know about the importance of health, safety and hygiene within a kitchen environment
- Students will know how to independently cook a variety of food types, including foods from other cultures
- Students will know 'where their food comes from' and will have a better understanding of food production/food waste
- Students will achieve a qualification in BTEC Home Cooking Skills at Level 1 or Level 2.

Long Term Plan

Subject: Food Technology

Key Stage: KS3

Key stage		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS3 Cycle 1	Title of Unit	Global Street Food Fusion. Students will be cooking meals and dishes such as: Coleslaw, bruschetta, burgers and frittatas. Theory topic: Food Techniques.	Global Street Food Fusion. Students will be cooking meals and dishes such as: Samosas, sausage rolls and tandoori wraps. Theory topic: Food Techniques.	Home Delights Students will be cooking meals and dishes such as: Pineapple upside down cake, cookies and French toast. Theory topic: Food Provenance.	Home Delights. Students will be cooking items such as: Scones, short breads and planning a small coffee morning. Theory topic: Food Provenance.	Global Deli Fusion Feast. Students will be cooking meals and dishes such as: Ratatouille, pizza subs and deli pasta salad. Theory topic: Develop Practical Skills.	Global Deli Fusion Feast. Students will be cooking meals and dishes such as: Pizza pinwheels, pasta bakes and bread sticks. Theory topic: Develop Practical Skills.
	Non-Negotiable end-points (these will be the key learning objectives plotted out within MTPs. You don't need to include them all here)	Select and prepare ingredients for a recipe. Pupils will acquire and demonstrate food preparation and cooking techniques. Pupils will acquire and demonstrate the principles of food hygiene and safety.	Use cooking skills when following a recipe. Pupils will acquire and demonstrate food preparation and cooking techniques. Pupils will acquire and demonstrate the principles of food hygiene and safety.	Pupils will develop their knowledge and understanding of ingredients and healthy eating. Pupils will develop their knowledge food provenance. Pupils will develop their knowledge of	Pupils will develop their knowledge and understanding of ingredients and healthy eating. Pupils will develop their knowledge food provenance. Pupils will develop their knowledge of	Write a recipe listing ingredients, equipment and method. Pupils will develop the creative, technical and practical expertise needed to perform everyday tasks confidently.	Follow a recipe/plan with assistance. Pupils will develop the creative, technical and practical expertise needed to perform everyday tasks confidently.

				consumer food and drink choice. Pupils will apply their knowledge to make informed choices. Healthy eating guidelines.	consumer food and drink choice. Pupils will apply their knowledge to make informed choices. Healthy eating guidelines.	Pupils will build and apply a repertoire of knowledge, understanding and skills in order to create high quality dishes for a wide range of people. Pupils will evaluate and test their ideas and the work of others.	Pupils will build and apply a repertoire of knowledge, understanding and skills in order to create high quality dishes for a wide range of people. Pupils will evaluate and test their ideas and the work of others.
	<u>Assessment</u>	Baseline assessment: Multiple choice, written questions and diagrams/ drawings. RAGs self-assessment of practical skills. End of unit assessment: Multiple choice, written questions and diagrams/ drawings. Scaffolded according to individual students'	Baseline assessment: Multiple choice, written questions and diagrams/ drawings. RAGs self-assessment of practical skills. End of unit assessment: Multiple choice, written questions and diagrams/ drawings. Scaffolded according to	Baseline assessment: Multiple choice, written questions and diagrams/ drawings. RAGs self-assessment of practical skills. End of unit assessment: Multiple choice, written questions and diagrams/ drawings. Scaffolded according to	Baseline assessment: Multiple choice, written questions and diagrams/ drawings. RAGs self-assessment of practical skills. End of unit assessment: Multiple choice, written questions and diagrams/ drawings. Scaffolded according to	Baseline assessment: Multiple choice, written questions and diagrams/ drawings. RAGs self-assessment of practical skills. End of unit assessment: Multiple choice, written questions and diagrams/ drawings. Scaffolded according to	Baseline assessment: Multiple choice, written questions and diagrams/ drawings. RAGs self-assessment of practical skills. End of unit assessment: Multiple choice, written questions and diagrams/ drawings. Scaffolded according to

		needs. Comparative RAGs self-assessment of practical skills.	individual student's needs. Comparative RAGs self-assessment of practical skills.	individual student's needs. Comparative RAGs self-assessment of practical skills.	Scaffolded according to individual student's needs. Comparative RAGs self-assessment of practical skills.	individual student's needs. Comparative RAGs self-assessment of practical skills.	individual student's needs. Comparative RAGs self-assessment of practical skills.
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Key stage		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS3 Cycle 2	Title of Unit	International Comfort Classics with a Twist. Students will be cooking dishes and meals such as: spaghetti bolognaise, egg fried rice and chilli con carne. Theory topic: Selecting and Preparing Ingredients.	International Comfort Classics with a Twist. Students will be making foods such as: burgers, flower focaccia and tomato and basil tarte. Theory topic: Develop food skills.	Rustic Elegance with a Touch of Tradition. Students will be cooking dishes such as: marble pear tray bake, Eccles cakes and Anzac biscuits. Theory topic: Deepen individual knowledge of Food Provenance.	Savory Delights from Around the World. Students will be making dishes and meals such as: frittatas and cheese onion and sweetcorn tringles. Theory topic: Evaluate final products using a set criterion.	Savory Delights from Around the World. Students will be making meals and dishes such as: fish goujons, stir fry's and Thai green curry. Theory topic: Develop creative and technical skills.	Savory Delights from Around the World. Students will be making dishes such as: vegetable kebabs, ham and pineapple pancakes and jacket potatoes. Theory topic: Follow a recipe with some assistance.
	Non-Negotiable end-points	Select and prepare ingredients for a recipe.	Use the correct colour chopping board. Understand	Pupils will deepen their knowledge and	Weigh food accurately in 25g and 50g	Adapting recipes to be more economical.	Follow a recipe/plan with some assistance.

	(these will be the key learning objectives plotted out within MTPs. You don't need to include them all here)	Pupils will further develop their food skills and techniques. Pupils will further develop and demonstrate the principles of food hygiene and safety.	basic food hygiene rules/ cross contamination/ bacteria. Pupils will further develop their food skills and techniques. Pupils will further develop and demonstrate the principles of food hygiene and safety.	understanding of food and nutrition. Pupils will deepen their knowledge food provenance. Pupils will deepen and apply their knowledge of consumer food and drink choice. Nutritional and allergen information.	increments using scales. Pupils will evaluate and test their ideas and the work of others.	Pupils will develop the creative, technical and practical expertise needed to perform everyday tasks confidently. Pupils will build and apply a repertoire of knowledge, understanding and skills in order to create and make recipes and dishes for a wide range of people.	Pupils will develop the creative, technical and practical expertise needed to perform everyday tasks confidently. Pupils will build and apply a repertoire of knowledge, understanding and skills in order to create and make recipes and dishes for a wide range of people.
	<u>Assessment</u>	Baseline assessment: Multiple choice, written questions and diagrams/ drawings. RAGs self-assessment of practical skills. End of unit assessment: Multiple choice, written questions	Baseline assessment: Multiple choice, written questions and diagrams/ drawings. RAGs self-assessment of practical skills. End of unit assessment: Multiple choice, written questions	Baseline assessment: Multiple choice, written questions and diagrams/ drawings. RAGs self-assessment of practical skills. End of unit assessment: Multiple choice, written questions and diagrams/	Baseline assessment: Multiple choice, written questions and diagrams/ drawings. RAGs self-assessment of practical skills. End of unit assessment: Multiple choice, written questions and diagrams/	Baseline assessment: Multiple choice, written questions and diagrams/ drawings. RAGs self-assessment of practical skills. End of unit assessment: Multiple choice, written questions and diagrams/	Baseline assessment: Multiple choice, written questions and diagrams/ drawings. RAGs self-assessment of practical skills. End of unit assessment: Multiple choice, written questions and diagrams/

		and diagrams/ drawings. Scaffolded according to individual student's needs. Comparative RAGs self-assessment of practical skills.	and diagrams/ drawings. Scaffolded according to individual student's needs. Comparative RAGs self-assessment of practical skills.	drawings. Scaffolded according to individual student's needs. Comparative RAGs self-assessment of practical skills.	questions and diagrams/ drawings. Scaffolded according to individual student's needs. Comparative RAGs self-assessment of practical skills.	drawings. Scaffolded according to individual student's needs. Comparative RAGs self-assessment of practical skills.	drawings. Scaffolded according to individual student's needs. Comparative RAGs self-assessment of practical skills. Peer assessment based on an evaluation from completing taste tests of other student's practical work.
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Key stage		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS3 Cycle 3 2025- 2026	Title of unit	Jamie Oliver- Ministry of Food. mission to inspire and empower more people to enjoy the benefits of cooking and eating nutritious, sustainable and balanced meals. Structured around 10 core, practical	Jamie Oliver- Ministry of Food. mission to inspire and empower more people to enjoy the benefits of cooking and eating nutritious, sustainable and balanced meals. Structured around 10 core, practical	Bread, Dough and Pastry. Students will be making items and dishes such as: bread rolls, soda bread and quiche. Theory	Bread, Dough and Pastry and Special Dietary Requirements. Students will be making items such as: sweet potato curry; tofu	Pasta and Sauces. Students will be cooking dishes and items such as: Bolognaise, carbonara and gnocchi.	Pasta and Sauces. Students will be cooking and making dishes such as: sage and butter chicken, Nando's chicken and salt and pepper chicken.

		lessons that each focus on key cooking skills.	lessons that each focus on key cooking skills.	topic: Students will also look at Food wastage.	noodle stir fry and vegan Eaton mess. Theory topic: Pupils will extend food preparation and cooking techniques.	Theory topic: Pupils will extend their knowledge and understanding of food, diet and health.	Theory topic: Pupils will extend their knowledge of food provenance and consumer information.
	Non Negotiable end-points (these will be the key learning objectives plotted out within MTPs. You don't need to include them all here)	Keeping food safe and preventing spoilage. Select and prepare ingredients for a recipe. Pupils will extend food preparation and cooking techniques. Food wastage.	Thoroughly wash and scrub cooking equipment, e.g. saucepans, casserole dishes and baking trays. Pupils will extend food preparation and cooking techniques. Food wastage.	Recall the cooking techniques used within the practical sessions and explain the advantages and limitations of each method. Pupils will extend their knowledge and understanding of food, diet and health. Pupils will extend their knowledge of food provenance and	Write a recipe listing ingredients, equipment and method. Pupils will extend and apply their knowledge of consumer food and drink choice. Exercise and dietary choice.	Identify ways to pass on information about home cooking. Pupils will secure the creative, technical and practical expertise needed to perform everyday tasks confidently. Pupils will build and apply an expanding repertoire of knowledge, understanding and skills in order	Follow a recipe/plan with minimal assistance. Pupils will secure the creative, technical and practical expertise needed to perform everyday tasks confidently. Pupils will build and apply an expanding repertoire of knowledge, understanding and skills in order to create and

				consumer information.		to create and make high quality dishes for a wide range of people. Pupils will evaluate and test their ideas and the work of others, and make recommendations for improvements.	make high quality dishes for a wide range of people. Pupils will evaluate and test their ideas and the work of others, and make recommendations for improvements.
	<u>Assessment</u>	Baseline assessment: Multiple choice, written questions and diagrams/ drawings. RAGs self-assessment of practical skills. End of unit assessment: Multiple choice, written questions and diagrams/ drawings. Scaffolded according to individual student's needs. Comparative RAGs	Baseline assessment: Multiple choice, written questions and diagrams/ drawings. RAGs self-assessment of practical skills. End of unit assessment: Multiple choice, written questions and diagrams/ drawings. Scaffolded according to individual student's needs.	Baseline assessment: Multiple choice, written questions and diagrams/ drawings. RAGs self-assessment of practical skills. End of unit assessment: Multiple choice, written questions and diagrams/ drawings. Scaffolded according to individual student's needs.	Baseline assessment: Multiple choice, written questions and diagrams/ drawings. RAGs self-assessment of practical skills. End of unit assessment: Multiple choice, written questions and diagrams/ drawings. Scaffolded according to	Baseline assessment: Multiple choice, written questions and diagrams/ drawings. RAGs self-assessment of practical skills. End of unit assessment: Multiple choice, written questions and diagrams/ drawings. Scaffolded according to individual student's needs.	Baseline assessment: Multiple choice, written questions and diagrams/ drawings. RAGs self-assessment of practical skills. End of unit assessment: Multiple choice, written questions and diagrams/ drawings. Scaffolded according to individual student's needs.

		self-assessment of practical skills.	Comparative RAGs self-assessment of practical skills.	Comparative RAGs self-assessment of practical skills.	individual student's needs. Comparative RAGs self-assessment of practical skills.	Comparative RAGs self-assessment of practical skills.	Comparative RAGs self-assessment of practical skills.
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Long Term Plan

Subject: Food Technology

Key Stage: KS4

Key stage		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	Title of unit	Breakfast and Eggs. Students will be making dishes and items such as: omelette, eggs benedict and breakfast scones. Theory topic: Eatwell guide.	Hearty meals and Soup. Students will be making dishes such as: Japanese ramen noodle soup Mushroom and potato soup and Pumpkin and bacon soup. Theory topic: Home Cooked food.	Mains. Students will be making items such as: Creamy courgette and bacon pasta, Linguine with avocado, tomato lime and Halloumi and Vegetable Theory topic: Time Keeping Skills.	Mains. Students will be making items and dishes such as: chicken burgers with sweet onions, Roasted Mediterranean Vegetable Flan and Ricotta and spinach Lasagne. Theory topic: Reflection	Dessert. Students will be making items and desserts such as: Ice cream, apple pie and mousse. Theory topic: Menu Planning.	Dessert. Students will be making items such as: baked cheesecake, bake well tart and Black Forest Swiss Roll. Theory topic: Practical Skills.
	Non Negotiable end-points (these will be the key learning objectives plotted out within MTPs. You don't need to include them all here)	The importance of breakfast and why it is important for the human body. What is the Eatwell guide? Who is the eat well guide used for? Be able to use cooking skills to make home-cooked	Value of learning home cooking skills. Be able to use cooking skills to make home-cooked food that does not use pre-prepared, ready-cooked food.	Demonstrate time keeping skills. Be able to use cooking skills to make home-cooked food that does not use pre-prepared, ready-cooked food.	Reflect on learning about the value of gaining cooking skills. Be able to use cooking skills to make home-cooked food that does not use pre-prepared,	Produce a healthy menu and demonstrate an understanding of the nutritious values. Understand the value of passing on information about home cooking. 2.1. Reflect on own learning	Demonstrate a range of practical skills with assistance when and if required. Understand the value of passing on information about home cooking. 2.1. Reflect on own learning

		End of unit assessment: Multiple choice, written questions and diagrams/ drawings. Scaffolded according to individual student's needs. Comparative RAGs self-assessment of practical skills.	End of unit assessment: Multiple choice, written questions and diagrams/ drawings. Scaffolded according to individual student's needs. Comparative RAGs self-assessment of practical skills.	End of unit assessment: Multiple choice, written questions and diagrams/ drawings. Scaffolded according to individual student's needs. Comparative RAGs self-assessment of practical skills.	self-assessment of practical skills. End of unit assessment: Multiple choice, written questions and diagrams/ drawings. Scaffolded according to individual student's needs. Comparative RAGs self-assessment of practical skills.	End of unit assessment: Multiple choice, written questions and diagrams/ drawings. Scaffolded according to individual student's needs. Comparative RAGs self-assessment of practical skills.	End of unit assessment: Multiple choice, written questions and diagrams/ drawings. Scaffolded according to individual student's needs. Comparative RAGs self-assessment of practical skills.
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Key stage		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11	Title of unit	Starters. Students will be cooking items and making dishes such as: flatbread, dips such as sweet chilli and kofta's. Theory topic: Portion Size	Starters. Students will be cooking items and dishes such as: meat pies, stuffed peppers and sushi. Theory topic: Follow Recipes.	Mains. Students will be cooking items and dishes such as: Chicken noodle soup, potato and leek filo pie and understanding how to portion a chicken. Theory topic: Equipment in the kitchen and coursework preparation.	Mains Students will be cooking items and dishes such as: Risotto, bean burgers and chicken Kiev. Theory topic: Adapting Recipes Coursework preparation	Students to cook and prepare a meal for a chosen event specific to BTEC exam coursework. Coursework preparation.	EXAM Level 1 Level 2 BTEC Home Cooking Skills.
	Non Negotiable end-points (these will be the key learning objectives plotted out within MTPs. You don't need to include them all here)	Portion and recommended food sizes. Healthier options. Be able to prepare, cook and present a nutritious, home cooked meal using basic ingredients. 2.1 Select and prepare ingredients for recipes for a	Follow recipe: weights and measures e.g. use of scales, measuring jugs and spoons; oven temperatures. Be able to prepare, cook and present a nutritious, home cooked meal using basic ingredients.	Choose equipment. Demonstrate time keeping skills. Understand how to cook economically at home. 3.1 Explain ways to economise when cooking at home.	Adapting recipes to be more economical. Understand how to cook economically at home. 3.1 Explain ways to economise when cooking at home.	Plan a nutritious two-course meal. Select and prepare ingredients for recipes for a nutritious, two-course meal. Use cooking skills when following the recipes.	Demonstrate food safety and hygiene throughout the preparation and cooking process. Apply presentation skills when serving the meal. Explain ways to economise when cooking at home.

		nutritious, two-course meal 2.2 Use cooking skills when following the recipes 2.3 Demonstrate food safety and hygiene throughout the preparation and cooking process 2.4 Apply presentation skills when serving the meal.	2.1 Select and prepare ingredients for recipes for a nutritious, two-course meal 2.2 Use cooking skills when following the recipes 2.3 Demonstrate food safety and hygiene throughout the preparation and cooking process 2.4 Apply presentation skills when serving the meal.	4 Be able to pass on information about cooking meals at home from scratch. 4.1 Identify ways information about cooking meals at home from scratch has been passed on to others.	4 Be able to pass on information about cooking meals at home from scratch. 4.1 Identify ways information about cooking meals at home from scratch has been passed on to others.		Identify ways information about cooking meals at home from scratch has been passed on to others
	<u>Assessment</u>	Baseline assessment: Multiple choice, written questions and diagrams/ drawings. RAGs self-assessment of practical skills. End of unit assessment:	Baseline assessment: Multiple choice, written questions and diagrams/ drawings. RAGs self-assessment of practical skills. End of unit assessment:	Baseline assessment: Multiple choice, written questions and diagrams/ drawings. RAGs self-assessment of practical skills. End of unit assessment:	Baseline assessment: Multiple choice, written questions and diagrams/ drawings. RAGs self-assessment of practical skills. End of unit assessment:	Baseline assessment: Multiple choice, written questions and diagrams/ drawings. RAGs self-assessment of practical skills. End of unit assessment:	Baseline assessment: RAG coursework checklist. End of unit assessment: RAG coursework checklist.

		Multiple choice, written questions and diagrams/ drawings. Scaffolded according to individual student's needs. Comparative RAGs self-assessment of practical skills.	Multiple choice, written questions and diagrams/ drawings. Scaffolded according to individual student's needs. Comparative RAGs self-assessment of practical skills.	Multiple choice, written questions and diagrams/ drawings. Scaffolded according to individual student's needs. Comparative RAGs self-assessment of practical skills.	Multiple choice, written questions and diagrams/ drawings. Scaffolded according to individual student's needs. Comparative RAGs self-assessment of practical skills.	Multiple choice, written questions and diagrams/ drawings. Scaffolded according to individual student's needs. Comparative RAGs self-assessment of practical skills.	
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