

## DT Food Knowledge overview

	Food Providence			Cooking Skills			Health and Nutrition			Planning and Evaluating		
	M	M/E	E	M	M/E	E	M	M/E	E	M	M/E	E
Cycle 1 Autumn	Begin to name or identify some familiar dishes and ingredients.	Begin to match pictures of familiar dishes or ingredients to their name.	Begin to show preferences over a food or snack item.	<b>Cooking:</b> Fruit Salad. Fruit Kebabs Smoothies. Fruit Juice.  <b>Skills:</b> Washing. Juicing. Threading. Cutting (with scissors).  <b>Use and name Equipment:</b> Juicer. Scissors. Wooden skewer.	Understand we need to eat and drink to be healthy.	Understand we eat at regular times through the day.	Join in with snack and meal time routines.	Give an opinion or show a preference about familiar ingredients or dishes.	Pick a preferred ingredient or dish from a range of options.	Explore foods and images of ingredients and dishes.		
Cycle 1 Spring	Recall an increasing range of dishes and ingredients.	Begin to match pictures of dishes or ingredients to their name.	Choose a preferred food item or snack.		Identify if an ingredient or dish is savoury or sweet.	Identify sweet items by tasting.	Taste savoury and sweet food items.	Begin to give an opinion or preference on the taste of ingredients or dishes.	Begin to give an opinion on the taste of ingredients or dishes.	Explore taste and touch of ingredients or dishes.		
Cycle 1 Summer	Begin to identify if an ingredient is plant or animal origin.	Begin to match pictures of familiar dishes or fruits and vegetables to their name.	Explore common fruit and vegetables (begin to name / group).		To be able to follow simple hygiene routines (washing hands).	To be able to follow simple hygiene routines with support (washing hands).	To be able to participate in simple hygiene routines with support (washing hands).	Give an opinion on their finished dish.	Begin to give an opinion on their finished dish or ingredient.	Explore taste and touch or taste of their finished dishes.		
Cycle 2 Autumn	Know that food has to be farmed or grown.	Begin to match food which has to be grown or farmed.	Explore images and objects related to common farmed animals (begin to name / group).	<b>Cooking:</b> Coleslaw. Sandwiches. Smoothies. Vegetable kebabs.  <b>Skills:</b> Washing. Peeling. Juicing. Grating. Cutting (with scissors). Spreading. Threading.  <b>Use and name Equipment:</b> Grater. Peeler. Juicer. Scissors. Butter Knife. Wooden skewer.	Be able to begin to identify some healthy or unhealthy dishes.	Be able to begin to sort some dishes or ingredients into healthy and unhealthy.	Explore images of familiar and unfamiliar dishes.	Begin use some sensory vocabulary to describe ingredients or dishes.	Begin to describe ingredients or dishes.	Begin to show preferences over ingredients or dishes.		
Cycle 2 Spring	Begin to identify familiar ingredients which are farmed or grown.	Begin to sort pictures of familiar dishes into whether they are farmed or grown.	Explore images and objects related to farms (begin to name / group).		Begin to identify dishes which are high in fat.	Begin to sort some dishes into high and low fat.	Explore images of dishes and ingredients which contain high fat.	Suggest some ingredients to prepare a simple dish.	Begin to select some appropriate ingredients to prepare a simple dish.	Explore the ingredients used in their final dishes through touch and taste.		
Cycle 2 Summer	Know the origins of some familiar dairy based products (milk, yoghurt and cheese).	Begin to sort pictures familiar ingredients into whether they are dairy based or not.	Explore images and objects related to dairy farming (begin to name / group).		Understand dairy helps our bones grow strong.	Understand some foods are important to keep us healthy.	Explore a range of less familiar ingredients or dishes.	Help to design a simple dish.	Select some appropriate ingredients to prepare a simple dish from given choices.	Explore an increasing range of ingredients to use.		

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Cycle 3 Autumn	Know where some familiar vegetables originate (grown above or below ground).	To be able to name some familiar vegetables.	Explore images and objects related to vegetables and vegetable farming (begin to name / group).	<p><b>Cooking:</b> Layered salads. Sliced vegetables and dip. Topped pitta breads.</p> <p><b>Skills:</b> Grating. Peeling. Slicing. Combining. Segmentation. Using a blender (with support).</p> <p><b>Use and name Equipment:</b> Grater. Peeler. Knife. Chopping Board. Knife. Mixing bowl. Mixing spoon. Blender.</p>	Be able to identify dishes which are high in sugar.	Begin to sort some dishes into high and low sugar.	Explore images of dishes and ingredients which contain high sugar.	Select appropriate ingredients to prepare a dish.	Begin to suggest some appropriate ingredients to prepare a simple dish.	Explore an increasing range of ingredients to use.
Cycle 3 Spring	To know the origins of the meat used in familiar dishes (beef, pork, chicken, and fish).	Begin to identify if an ingredient is plant or animal origin.	Begin to sort some familiar ingredients into plant or animal origin (begin to name / group).	<p><b>Cooking:</b> Layered salads. Sliced vegetables and dip. Topped pitta breads.</p> <p><b>Skills:</b> Grating. Peeling. Slicing. Combining. Segmentation. Using a blender (with support).</p> <p><b>Use and name Equipment:</b> Grater. Peeler. Knife. Chopping Board. Knife. Mixing bowl. Mixing spoon. Blender.</p>	Understand a danger of a diet high in sugar.	Understand a danger of a diet high in sugar.	Identify a danger of a diet high in sugar.	Use sensory vocabulary to describe ingredients or dishes.	Begin use some sensory vocabulary to describe ingredients or dishes.	Show some preferences over ingredients or dishes cooked.
Cycle 3 Summer	Be able to name some common dishes from around the world.	Be able to identify some common dishes from around the world.	Explore the smells and tastes of unfamiliar ingredients from around the world (begin to make preferences).	<p><b>Cooking:</b> Layered salads. Sliced vegetables and dip. Topped pitta breads.</p> <p><b>Skills:</b> Grating. Peeling. Slicing. Combining. Segmentation. Using a blender (with support).</p> <p><b>Use and name Equipment:</b> Grater. Peeler. Knife. Chopping Board. Knife. Mixing bowl. Mixing spoon. Blender.</p>	Understand some dangers of an unhealthy diet.	Identify a danger of an unhealthy diet.	Explore images of healthy and unhealthy dishes.	Give a justified opinion on their finished dish.	Give an opinion on their finished dish.	Continue to explore the sensory aspects of their finished dishes.
Cycle 4 Autumn	Identify some of the countries of origin of familiar dishes.	Match some images of dishes with their country of origin.	Explore the sensory aspects of unfamiliar dishes from around the world (begin to make preferences describe).	<p><b>Cooking:</b> Chunky Soup. Breakfast Yoghurt pots. Bruschetta.</p> <p><b>Skills:</b> Grating. Peeling. Slicing. Combining. Segmentation. Using a blender.</p> <p><b>Use and name Equipment:</b> Grater. Peeler. Knife. Chopping Board.</p>	Match images of familiar foods into some of the five food groups.	Match images of familiar food to some of the five food groups.	Explore images of familiar foods and begin to sort into given groups.	Give an opinion on their finished dish using a range of sensory vocabulary (texture, taste etc.).	Give an opinion on their finished dish using some sensory vocabulary (texture, taste etc.).	Begin to make preferences about ingredients of final dishes based on sensory aspects.
Cycle 4 Spring	Identify some of the countries of origin of familiar ingredients.	Match some images of ingredients with their country of origin.	Explore the sensory aspects of unfamiliar ingredients from around the world (begin to make preferences describe).	<p><b>Cooking:</b> Chunky Soup. Breakfast Yoghurt pots. Bruschetta.</p> <p><b>Skills:</b> Grating. Peeling. Slicing. Combining. Segmentation. Using a blender.</p> <p><b>Use and name Equipment:</b> Grater. Peeler. Knife. Chopping Board.</p>	Match images of a range of foods into the some of the five food groups.	Match images of a range of food into some of the five food groups.	Explore images of a range of food and begin to sort into groups.	Offer improvements to their finished dish.	Begin to offer some improvements to their finished dish.	To begin to share an opinion on their finished dish.
Cycle 4 Summer	Name why/when people would eat different food types (celebrations, times of the day, fast food etc.).	Match some familiar celebration food to when it might be eaten.	Explore familiar foods of celebration (begin to name / describe).	<p><b>Cooking:</b> Chunky Soup. Breakfast Yoghurt pots. Bruschetta.</p> <p><b>Skills:</b> Grating. Peeling. Slicing. Combining. Segmentation. Using a blender.</p> <p><b>Use and name Equipment:</b> Grater. Peeler. Knife. Chopping Board.</p>	Be able to plan a simple healthy dish (supported by aspects of the Eat Well plate).	To begin to use the Eat Well plate to plan a healthy meal, with support.	Begin sort some food and ingredients into given groups (based on prior learning).	Begin to be able to plan attractive dishes.	Begin to make distinctions between attractive and unattractive presentation of dishes.	Begin to help present their final dish.

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Cycle 5 Autumn	Identify some foods that are grown in the UK for supermarkets.	Begin to sort foods that are grown inside and outside of the UK.	Explore familiar and unusual foods and ingredients (begin to make preferences describe).	<p><b>Cooking:</b> Simple Stir-Fry. Simple curries. Bread. Fruit Scones.</p> <p><b>Skills:</b></p>	Be able to identify if a meal is unhealthy (being supported by the Eat Well plate).	Begin to identify if a meal is unhealthy or healthy.	To use the Eat Well plate to try to sort food into groups.	Be able to evaluate their finished dish.		
Cycle 5 Spring	Explain how farmers ensure their crops are successful.	Be able select what plants need to grow form a given list.	To explore objects related to crop farming (begin to name / describe).	<p>Weighing. Kneading. Shaping. Sieving. Rolling out. Cutting out.</p> <p>The Bridge Hold. The Claw Grip.</p>	Be able to make suggestions to make an unhealthy dish healthier.	Be able to suggest ingredients to remove to make a meal healthier.	To begin to name some ingredients in familiar meals.	Evaluate their finished dish, giving some suggestions for improvement.	Offer improvements to their finished dish.	Share an opinion on their finished dish.
Cycle 5 Summer	Name some of the common equipment farmers need to farm and harvest their crops.	Be able to match pictures of common farming equipment to their name.	To explore images and objects related to crop farming (begin to name / describe).	<p><b>Use and name Equipment:</b></p> <p>Grater. Peeler. Knife. Chopping Board. Knife. Mixing bowl. Mixing spoon. Blender. Weighing scales.</p>	Use the basic principles of a healthy and varied diet to plan a simple meal or dish.	Use the basic principles of a healthy and varied diet to plan a simple meal or dish with limited options.	To begin to sort dishes or ingredients into unhealthy or healthy.	Suggest ideas for a basic design criteria.	Support the development of a basic design criteria.	Prepare a dish with set design criteria based on healthy meals.
Cycle 6 Autumn	Name where some common foods or ingredients are grown around the world.	Begin to match where some foods or ingredients are grown around the world.	Begin to sort familiar and unfamiliar foods (based on given groupings).	<p><b>Cooking:</b> Gingerbread People. Pizza. Cheese Straws. Blueberry Muffins.</p> <p><b>Skills:</b> Weighing. Kneading.</p>	Explain some of the reasons why someone might not consume certain foods (allergies, religious beliefs etc.).	Explain a reasons why someone might not consume certain foods (allergies, religious beliefs etc.).	Explore food preferences of others.	Use dietary requirements to create a design criteria.	Use dietary requirements to create a design criteria with support.	Prepare a dish with set design criteria based on a dietary requirement.
Cycle 6 Spring	Understand some we can't grow some fruits and vegetables all year round at the allotment.	Identify some vegetables or fruits that can be grown in the allotment in the summer but not winter.	Explore and identify food which is grown in the allotment (begin to name / describe).	<p>Shaping. Sieving. Rolling out. Cutting out.</p> <p>The Bridge Hold. The Claw Grip.</p>	Look at the dietary needs of vegans and vegetarian.	Group foods and meals suitable for a meat eater, vegans and vegetarian.	Begin to identify if an ingredient is plant or animal origin.	Evaluate their dish against the design criteria.	Begin to make a simple evaluation of their dish against the design criteria.	Share a simple view in relation to their final dish.
Cycle 6 Summer	Explain how we can buy certain fruits and vegetables all year round.	Identify vegetables or fruits that can be only grown in the UK in the summer.	Explore the range of foods that can be brought in UK supermarkets (begin to name / describe).	<p><b>Use and name Equipment:</b></p> <p>Grater. Peeler. Knife. Chopping Board. Knife. Mixing bowl. Mixing spoon. Blender. Weighing scales.</p>	Use the basic principles of a healthy and varied diet to plan a simple healthy meal or snack.	Plan a simple healthy meal or snack.	Help to choose ingredients to plan a simple healthy meal.	Evaluate their dish against the design criteria and suggest improvements.	Begin to make a simple evaluation of their dish against the design criteria and offer some improvements.	Share a simple view or opinion in relation to their final dish.

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Cycle 7 Autumn	<p>Explain some of the alternatives to dairy.</p> <p>Know how food labels can tell us information about the nutrition of the food.</p>	<p>Identify an alternative to cow's milk.</p> <p>Use the food label traffic lights to identify foods high in energy.</p>	<p>Explore a range of food packaging (begin to sort or name).</p>	<p><b>Skills and Equipment:</b></p> <ul style="list-style-type: none"> <li>Using knives safely.</li> <li>Developing Knife skills.</li> <li>Using a grater.</li> <li>Using a peeler.</li> <li>Use the hob (boiling).</li> <li>Mixing and stirring.</li> <li>Begin to weigh and measure.</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Be able to navigate the food room safely with increased independence.</li> <li>Follow basic food hygiene routines.</li> <li>Follow the basic safety practices when using handling food and equipment.</li> <li>Recognise, name and locate the key tools and equipment in the food room.</li> </ul>	<p>Name the key nutrients needed for a healthy diet.</p> <p>Explain the 5 A Day message.</p>	<p>Name some of the key nutrients of a healthy diet.</p> <p>Explain that vegetables and fruit are important for a healthy diet.</p>	<p>Explore the images of healthy meals and plates of food (begin to name and describe).</p>	<p>Define the key senses related to food.</p> <p>Develop descriptive tasting vocabulary.</p>	<p>Name some of the senses related to food.</p> <p>Use some descriptive tasting vocabulary.</p>	<p>Use the senses to explore contrasting foods (begin to share preferences and describe).</p>	
Cycle 7 Spring	<p>To explain how our lifestyle can influence our food choices (fitness / culture / cost).</p> <p>Explain how consumer demand can influence availability in shops (vegetarian / vegan alternatives).</p>	<p>Compare a typical daily diet of a child and body builder.</p> <p>Explain how our food choices have changed (rise in takeaways and convenience food).</p>	<p>Share and explore food diaries.</p>			<p>Explain some of the tips for healthy eating (supported by the Eatwell guide).</p> <p>Name some starchy foods / foods high in carbohydrate.</p>	<p>Explain a tip to follow a healthy eating diet (supported by the Eatwell guide).</p> <p>Group foods that are high and low in carbohydrate.</p>	<p>To begin to sort a range of dishes or ingredients into unhealthy or healthy.</p>	<p>Know ways which we can make food visually appealing (plating, presentation).</p> <p>Know ways in which we can make food taste more appealing (seasoning, herbs and spices).</p>	<p>Give a suggestion on how to make final dishes visually appealing (plating, presentation).</p> <p>Give a suggestion on how we can make food taste more appealing (seasoning, herbs and spices).</p>	<p>Begin to make preferences on dishes based on taste or presentation.</p>
Cycle 7 Summer	<p>Know how to handle eggs and raw meat safely.</p> <p>Know that a teenager needs a different diet to be healthy.</p>	<p>To know to wash hands after handling eggs and meat.</p> <p>Compare the quantity of food needed in a healthy diet between a baby and teenager.</p>	<p>Be able to identify eggs and use these in cooking.</p>			<p>Name a range of foods that are high in protein.</p> <p>Name a range of foods that are high in protein that are suitable for a vegetarian.</p>	<p>Sort foods that are high and low in protein.</p> <p>Name some foods that are high in protein that are suitable for a vegetarian.</p>	<p>Choose personal preferences about meals which are high in protein when given choices.</p>	<p>Begin to cost a simple meal or snack.</p> <p>Compare the price of food cooked at home and in a restaurant / takeaway.</p>	<p>Explore the prices of common foods and ingredients.</p> <p>Compare the prices of home cooked and takeaway meals.</p>	<p>Explore the prices of common meals (exploring and using money).</p>

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Cycle 8 Autumn	<p>Explore the amount of food waste in UK homes.</p> <p>Know where most of our food waste ends up and how we can do with food waste in our homes (compost).</p>	<p>Know how we waste lots food in our homes.</p> <p>Know how we can compost food in Forest Schools or the allotment.</p>	<p>Look at a compost heap in Forest Schools or at the allotment.</p>	<p><b>Skills and Equipment:</b></p> <ul style="list-style-type: none"> <li>• Developing knife skills.</li> <li>• Using the hob (boiling and simmering).</li> <li>• Cake making.</li> <li>• Using the oven to bake.</li> <li>• Using a hand blender.</li> <li>• Using a kettle</li> <li>• Improving accuracy of weighing and measuring. Draining.</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Be able to navigate the food room safely with increased independence.</li> <li>• Follow basic food hygiene routines.</li> <li>• Follow the basic safety practices when using handling food and equipment.</li> <li>• Recognise, name and locate the key tools and equipment in the food room.</li> </ul>	<p>To be able to recall some principles of the Eatwell guide to follow a healthy diet.</p> <p>Explain the importance of following a healthy diet.</p>	<p>To be able to recall some principles of the Eatwell guide to follow a healthy diet.</p> <p>Explain a problem with not following a healthy diet.</p>	<p>To explore appropriate portion size.</p>	<p>Suggest alternative ingredients to make a meal healthier.</p> <p>Evaluate if a meal is healthy, giving reasons based on the nutrition content.</p>	<p>Select the healthier option when given ingredients to use in a dish.</p> <p>Make a judgement if a meal is healthy or not.</p>	<p>Begin to create and prepare a simple healthy meal recipe with support.</p>
Cycle 8 Spring	<p>To know some ways to reduce food wastage at home.</p> <p>Know some recipes to use up left over food at home.</p>	<p>To give an example of a way we can reduce food wastage at home or in school.</p> <p>Know a recipes to use up left over food at home or in school.</p>	<p>To participate in a recipe that uses left overs.</p>		<p>To describe energy in food and why we need it.</p> <p>Identify the energy content in some foods and foods that are high in energy.</p>	<p>To know why we need to get energy from food.</p> <p>Compare the energy contents of some contrasting foods.</p>	<p>To begin to group foods into high and low energy groups.</p>	<p>Evaluate final dishes based on their visual appeal (plating, presentation).</p> <p>Evaluate final dishes based on the taste (seasoning, use of herbs and spices).</p>	<p>Evaluate final dishes, making a comment about their visual appearance.</p> <p>Evaluate final dishes, making a comment about their taste (use of seasoning, spices).</p>	<p>Taste foods with different levels or seasoning or spice. Share preferences.</p>
Cycle 8 Summer	<p>Know about the seasonality of fruits and vegetables in the UK.</p> <p>Know why out of season food may be more expensive.</p>	<p>Know why some fruits can't grow in the winter in the UK.</p> <p>Explore the price of home grown foods and supermarket equivalents.</p>	<p>Taste some produce grown at the allotment.</p>		<p>List the main nutrients needed in a healthy diet.</p> <p>To know the function of the vitamins A, D and C.</p>	<p>List some nutrients needed in a healthy diet.</p> <p>To know the function of the vitamin C.</p>	<p>Explore the ingredients in some familiar meals from food labels.</p>	<p>Be able to cost a dish.</p> <p>Be able to create meal ideas, offering cheaper alternatives to the recipe.</p>	<p>To compare the cost of some dishes already cooked.</p> <p>Be able to groups similar ingredients into more / less expensive groups</p>	<p>Explore the prices of ingredients (exploring and using money).</p>
Cycle 9 Autumn	<p>Investigate meal options; recipe-kits available in supermarkets, microwave meals or takeaway.</p> <p>Investigate a different cuisine from round the world.</p>	<p>Investigate the variety of meal options available from supermarkets.</p> <p>Investigate some meals from a chosen unfamiliar cuisine.</p>	<p>Explore food and tastes from an unfamiliar cuisine.</p>	<p><b>Skills and Equipment:</b></p> <ul style="list-style-type: none"> <li>• Developing knife skills.</li> <li>• Using the hob (frying, boiling and simmering).</li> <li>• Cake making.</li> <li>• Use hand blender.</li> <li>• Use the mixer.</li> <li>• Using the oven to bake.</li> <li>• Forming and shaping dough.</li> <li>• Creating all in one pan sauces.</li> <li>• Using the grill.</li> </ul>	<p>Know how our nutritional needs change through our life stages.</p> <p>To know about health issues causes by poor diets.</p>	<p>Compare the quantity of food needed in a healthy diet between and teenager and an elderly person.</p> <p>To know about a health issue cause by a poor diet.</p>	<p>Compare typical meals between a baby and a teenager.</p>	<p>Compare different types of pasta and sauce (fresh, dried, jar and homemade).</p> <p>Calculate the cost of a dish and compare to a readymade version.</p>	<p>Compare different types of pasta sauce (jar and homemade).</p> <p>Compare the cost to a readymade version.</p>	<p>Compare the taste and shape of different types of pasta.</p>

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Cycle 9 Spring	<p>Understand the importance of animal welfare.</p> <p>Explore how the consumer can find out about the animal welfare for the products they buy.</p>	<p>Understand how we can keep animals well cared for.</p> <p>Explore some of the information contained on food packaging.</p>	<p>Explore some of the information and images contained on food labels.</p>	<ul style="list-style-type: none"> <li>• Draining.</li> <li>• Forming, kneading and shaping yeast dough.</li> <li>• Rolling out.</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Be able to navigate the food room safely with increased independence.</li> <li>• Follow basic food hygiene routines.</li> <li>• Follow the basic safety practices when using handling food and equipment.</li> <li>• Recognise, name and locate the key tools and equipment in the food room.</li> </ul>	<p>Understand the need to balance our physical activity with our energy intake.</p> <p>Understand different special dietary needs (intolerances, allergens, religious/cultural needs).</p>	<p>Understand our bodies use energy during different forms of exercise.</p> <p>Understand different special dietary needs (intolerances, allergens).</p>	<p>Experience different forms of exercise.</p> <p>Create/ modify a dish for someone with a dietary need.</p>	<p>Investigate the information which is provided on food packaging.</p> <p>Create a dish for someone with a dietary need when given food choices.</p>	<p>Investigate the information which is provided on food packaging related to animal welfare / providence.</p> <p>Create a dish for someone with a dietary need when given food choices.</p>	<p>Explore images and information on food packaging.</p>
Cycle 9 Summer	<p>Explore the information available to the consumer about where the food / ingredients were made.</p> <p>Explore recent scandals related to foods in recent years (Pret A Manger labelling, Horse Meat scandal, Mad Cow Disease).</p>	<p>Explore the where a range of foods / ingredients were made.</p> <p>Explore recent scandals related to foods in recent years (Horse Meat scandal).</p>	<p>Explore some of the traditional foods from different countries.</p>			<p>Know the importance of iron and calcium in our diets.</p> <p>Explain foods which are high in iron and calcium.</p>	<p>Know the importance of calcium in our diets.</p> <p>Explain foods which are high in calcium.</p>	<p>Choose personal preferences about meals which are high in nutrients when given choices.</p> <p>Plan some dishes that could be made and sold at a festival.</p>	<p>Create a food label for a finished dish, including nutritional traffic lights.</p> <p>Plan a dish that could be made and sold at a festival.</p>	<p>Create a food label for a finished dish.</p> <p>Plan a dish that could be made and sold at a festival.</p>
Cycle 10 Autumn	<p>AQA GCSE: Factors Influencing food choice; income, celebration, lifestyle, seasonality etc.</p>	<p>Understand the costing for the ingredients and dishes we eat.</p> <p>Understand how ingredients can be substituted to reduce costs.</p> <p>Understand the difference in costs between homemade and takeaway.</p>	<p>Explore foods eaten during celebrations.</p>	<p><b>Skills and Equipment:</b></p> <ul style="list-style-type: none"> <li>• Accurate measurement of liquids and solids.</li> <li>• Developing knife skills (Bridge hold, claw grip, peel, slice and dice, slice evenly).</li> <li>• Preparing vegetables (mash, scoop, grate, peel, de seed)</li> <li>• Use hand blender the mixer (blend and juice vegetables).</li> <li>• Using the oven to bake and roast.</li> <li>• Using the microwave oven.</li> <li>• Preparing, combining and shaping.</li> <li>• Rolling out.</li> <li>• Making simple sauces.</li> <li>• Using bread and pastry (forming, rolling, kneading and shaping dough.)</li> <li>• Finishing final dishes.</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Be able to navigate the food room safely and use a range of equipment with increased independence.</li> </ul>	<p>AQA GCSE: Macronutrients; protein, fats, carbohydrates. Micronutrients; vitamins.</p>	<p>To name some foods which are high in protein, fats, and carbohydrates.</p> <p>To name some foods high in Vitamin C.</p>	<p>To begin to identify some dishes which are high in a nutrient (fat, vitamin).</p>	<p>AQA GCSE: Costing Dishes.</p>	<p>To begin to identify the costs of ingredients.</p>	<p>To explore the cost of familiar ingredients.</p>
Cycle 10 Spring	<p>AQA GCSE: Food Choices and food Labelling.</p>	<p>Explain the influences of food choice; age, lifestyle and religion.</p> <p>Understand food labelling;</p>	<p>Explore food packaging and labelling</p>			<p>AQA GCSE; Balanced Diet, minerals and water.</p>	<p>To understand the importance of portion size.</p> <p>To understand how to plan a healthy balanced meal.</p>	<p>To begin to identify appropriate portion sizes for snacks and meals.</p>	<p>AQA GCSE; Nutritional Analysis.</p>	<p>To be able to evaluate the health of the final dishes created.</p>

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		ingredients, allergens, origin, best before, use by dates, different health labelling.		<ul style="list-style-type: none"> <li>To be able to select appropriate cooking methods.</li> <li>Follow basic food hygiene routines.</li> <li>Understand some basic principles of food safety – food spoilage, storing foods, contamination,</li> <li>Recognise, name and locate the key ingredients and equipment in the food room.</li> </ul>		To understand how water and minerals are important in our diet.				
Cycle 10 Summer	AQA GCSE: British and international cuisines and marketing Influences.	Understand traditional British cuisine and name some traditional British dishes.  Describe the changes in British cuisine over the last 60 years.	Explore a range of traditional British dishes		AQA GCSE: Functional and Chemical Properties of Foods; heat transfer, carbohydrates, fats and oils, proteins, fruits and vegetables, raising agents.	To understand why we cook some foods.  To understand the correct cooking method for some simple ingredients.	To explore how cooking changes the texture and the flavour of some ingredients.	AQA GCSE; Sensory evaluation.	To be able to evaluate dishes cooked based on sensory testing (taste).	To be able to show a preference to completed dishes.
Cycle 11 Autumn	AQA GCSE: Food sources.	To explain the foods that are grown in the UK and foods that are imported.  To explain intensive and organic farming methods.	To explore how we grow foods and care for animals on a farm.	<b>Skills and Equipment:</b> <ul style="list-style-type: none"> <li>Accurate measurement of liquids and solids.</li> <li>Developing knife skills (Bridge hold, claw grip, peel, slice and dice, slice evenly).</li> <li>Select and Adjust cooking times.</li> <li>Preparing vegetables (mash, scoop, grate, peel, de seed)</li> <li>Use hand blender the mixer (blend and juice vegetables).</li> <li>Using the oven to bake and roast.</li> <li>Using the hob to boil and simmer to create and sauces.</li> <li>Using the hob to shallow fry.</li> <li>Using the microwave oven.</li> <li>Preparing, combining and shaping.</li> <li>Using the grill (grilling a range of foods).</li> <li>Rolling out.</li> <li>Making simple sauces.</li> <li>Making simple marinates.</li> <li>Using bread and pastry (forming, rolling, kneading and shaping dough.)</li> <li>Finishing final dishes.</li> </ul>	AQA GCSE; Diet, Nutrition and Health.	To understand the importance of protein in out diet.  To understand the importance of vitamins in our diets.	To understand we need to eat and drink regularly to be healthy.	AQA GCSE: Costing Dishes.	To begin to cost simple dishes.	To explore the costs of familiar dishes.
Cycle 11 Spring	AQA GCSE: Food and the environment.	To explain the journey of foods from the field to plate.  Understand food waste in school and at home.  Understand environmental issues related to food packaging.	Explore environmental issues from food packaging and how we can recycle.	<ul style="list-style-type: none"> <li>Using the oven to bake and roast.</li> <li>Using the hob to boil and simmer to create and sauces.</li> <li>Using the hob to shallow fry.</li> <li>Using the microwave oven.</li> <li>Preparing, combining and shaping.</li> <li>Using the grill (grilling a range of foods).</li> <li>Rolling out.</li> <li>Making simple sauces.</li> <li>Making simple marinates.</li> <li>Using bread and pastry (forming, rolling, kneading and shaping dough.)</li> <li>Finishing final dishes.</li> </ul>	AQA GCSE; Food Spoilage and contamination.	To understand food can spoil and make us unwell if eaten.  To know how to safely store ingredients and dishes.	To explore images of fresh and spoiled foods.	AQA GCSE; Nutritional Analysis.	To be able to suggest how to make a dish healthier.	To be able to sort and increasing range of less familiar ingredients and dishes into healthy and unhealthy.
Cycle 11 Summer	AQA GCSE: Sustainability of food and food production.	Understand the impact of climate change on farming around the world.  Understand how foods are	Explore a range of ingredients which are needed to make familiar dishes.	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>Be able to navigate the food room safely and use a range of equipment with increased independence.</li> <li>To be able to select appropriate cooking methods.</li> </ul>	AQA GCSE; Microorganisms and contaminations, food safety.	To understand how mould grows on foods.  To understand how we can reduce bacterial contamination.	To understand the importance of having clean hands and equipment when cooking.	AQA GCSE; Sensory evaluation.	To be able to evaluate dishes cooked based on sensory testing (sight, smell).	To be able to show a preference to completed dishes based on sensory testing (sight or smell).

### DT Food Knowledge overview

		processed e.g. pasteurising milk, milling of wheat for flour etc.		<ul style="list-style-type: none"><li>• Follow basic food hygiene routines.</li><li>• Understand some basic principles of food safety – food spoilage, storing foods, contamination,</li><li>• Recognise, name and locate the key ingredients and equipment in the food room.</li></ul>							
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