



Long term planning grid

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Intro to health & safety, knife skills	Heat transfer & oven safety	Nutrition, hob safety, complete meals	Raising agents & hob safety continued & a building of skills	5-a-day, seasonality	Knife skills put to the test, healthy eating
8	Health & safety, meat cookery	Italian cuisine, bread, food science & packaging	Balance main meals, multitasking, nutrition underpinning meals	Multicultural cuisine	Food science of fats & pastry	Protein in-depth theory, burgers and food provenance
9	Taster session: careers, teenage diets & Food science	Taster session: careers, teenage diets & Food science	Taster session: careers, teenage diets & Food science	Gaining confidence in the GCSE practical's	Food from around the world, production plans and evaluations	Individual diets and planning meals. Nutritional labels
10	Fruit & Vegetables	Dairy	Alternative Proteins	Fats & oils	Cereals	Protein
11	NEA 1	NEA 1&2	NEA 2	NEA 2	Revision	Revision

Medium Term Planning

Year 7 Term 1

Objective & outcomes	Lesson	Lesson	Home Learning
Objectives: <ul style="list-style-type: none"> To understand the importance of safety in Food Technology. Outcomes: <ul style="list-style-type: none"> Know why safety is important when working in the food rooms. Explain what kind of hazards exist and how to avoid them. 	Introduction & expectations Health and Safety. Safety quiz and poster		Complete poster for homework & how to wash up correctly task.
Objectives: <ul style="list-style-type: none"> To understand the importance of living a healthy balanced diet. To introduce the main nutrients our body needs to function. Look at the Eat Well Guide & understand its 5 sections. Outcomes:		Starter: Match the equipment Why do we eat food? (pg. 6-7 of Hodder book)	Complete the knowledge check questions



<ul style="list-style-type: none"> • Know the importance of living a healthy balanced lifestyle • Can explain the function of the three macronutrients in the body • Name each section of the Eat Well Guide 			
<p>Objectives:</p> <ul style="list-style-type: none"> • To understand the importance of fruit in the diet. • To introduce food sustainability. <p>Outcomes:</p> <ul style="list-style-type: none"> • Can explain why fruit is important in the diet and what the 5 a day campaign is. • Can describe how sustainability relates to food choice. 	Eat Well Guide & 5 a day		Complete portion task.
<p>Objectives:</p> <ul style="list-style-type: none"> • To know how to make a fruit kebabs using a variety of fruit. <p>Outcomes:</p> <ul style="list-style-type: none"> • Know how to choose and prepare a selection of fruits for fruit kebabs. 		<p>Demonstrate Fruit salad. Preparation (<i>Enzymic Browning & decay of fruit</i>) and choice of fruit/use of knives safety. Cover routines for practical lessons ask pupils to complete a run through. Follow up to fruit salad, discuss enzymic browning; students to write this up.</p>	Ingredients Knife safety poster
<p>Objectives: To make a fruit salad using a variety of fruit.</p> <p>Outcomes: WTS: You worked safely and hygienically to make a successful product, paying attention to finish. You used a range of equipment properly. EXS: You worked safely, hygienically and fairly independently to make a successful and well presented product. You used a range of processes and equipment properly and were able to solve any problems that occurred. GDS: You have worked successfully with a range of ingredients, processes and equipment to make a well presented and effective product. You have shown understanding of the ingredients you are working with, and have worked independently, solving any problems that may have occurred. You have produced a good quality product, working safely and hygienically.</p>	Practical fruit salad + enzymic browning (teacher led). Questions attached/predicted https://www.foodafactoflife.org.uk/search-results?q=enzymic+browning		Complete the evaluation section of the enzymic browning investigation
<p>Objectives</p> <ul style="list-style-type: none"> • To be able to define Food Provenance • To identify what foods are farmed in the UK <p>Outcomes:</p> <ul style="list-style-type: none"> • Explain what Organic farming is • Explain why eating is season is important for the environment 		Evaluate fruit salad. Sustainability & food waste	Complete seasonal calendar
<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Observe how to make a fruit crumble. • Understand and explain the three heat transfer methods <p>Learning Outcomes:</p>	Dem Fruit Crumble and follow up w/s (cooking methods Hodder book pg.80)		Ingredients group 1 Heat transfer worksheet



<p>GDS- Show <u>high level understanding</u> of process and ingredients in written tasks. Able to answer in detail and independently.</p> <p>EXS- Show <u>good understanding</u> of process and ingredients in written tasks. Able to answer in some detail and fairly independently.</p> <p>WTS- Show <u>basic level understanding</u> of process and ingredients in written tasks. Able to give basic answers and may need some help with written work.</p>			
<p>Half term</p>			
<p>Learning Objectives:</p> <ul style="list-style-type: none"> Observe how to make a fruit crumble. Understand and explain the three heat transfer methods <p>Learning Outcomes:</p> <p>GDS- Show <u>high level understanding</u> of process and ingredients in written tasks. Able to answer in detail and independently.</p> <p>EXS- Show <u>good understanding</u> of process and ingredients in written tasks. Able to answer in some detail and fairly independently.</p> <p>WTS- Show <u>basic level understanding</u> of process and ingredients in written tasks. Able to give basic answers and may need some help with written work.</p>		<p>Practical fruit crumble group 1</p>	<p>Ingredients group 2 Cooking methods match up sheet.</p>
<p>Objectives</p> <ul style="list-style-type: none"> To be able to define Food Provenance To identify what foods are farmed in the UK Explain what Organic farming is <p>Outcomes:</p>	<p>Food Provenance: Design a leaflet linked the Food sustainability using pages 74-76</p>		<p>Red Tractor resource Ingredients</p>
<p>Learning Objectives:</p> <ul style="list-style-type: none"> Observe how to make a fruit crumble. Understand and explain the three heat transfer methods <p>Learning Outcomes:</p> <p>GDS- Show <u>high level understanding</u> of process and ingredients in written tasks. Able to answer in detail and independently.</p> <p>EXS- Show <u>good understanding</u> of process and ingredients in written tasks. Able to answer in some detail and fairly independently.</p> <p>WTS- Show <u>basic level understanding</u> of process and ingredients in written tasks. Able to give basic answers and may need some help with written work.</p>		<p>Practical fruit crumble group 2</p>	
<p>Learning Objectives:</p> <ul style="list-style-type: none"> To make links between your fruit crumble & the eat well guide. <p>Learning Outcomes:</p> <p>GDS- Show high level understanding of the ingredients and their links to the Eat Well Guide, have written in full sentences to explain this. Able to answer in detail and independently.</p> <p>EXS- Show good understanding of the ingredients and their links to the Eat Well Guide, have written in some detail explaining this. Able to answer in some detail and fairly independently.</p>	<p>Fruit crumble and the eatwell guide or continue with heat transfer lesson</p>		<p>Heat transfer task</p>



<p>WTS- Show basic level understanding of the ingredients & their links to the Eat Well Guide, have bullet pointed these in written tasks. Able to give basic answers and may need some help with written work.</p>			
<p>Objectives Investigate and draw conclusions about how chemical raising agents work Outcomes: Explain how chemical raising agents work in cooking Apply knowledge in a practical environment</p>		<p>Raising Agents pg.106 (what are they? Chemical agents in scones), show activity 1 on pg. 107 Knowledge check. Show the reaction of baking powder when combined with lemon juice/acid</p>	<p>Chemical raising agents tasks</p>
<p>OBJECTIVES: To analyse the task and produce a range of original ideas to fit design brief. OUTCOMES: GDS- Show high level understanding of process and ingredients in written tasks. Able to answer in detail and independently. EXS- Show good understanding of process and ingredients in written tasks. Able to answer in some detail and fairly independently. WTS- Show basic level understanding of process and ingredients in written tasks. Able to give basic answers and may need some help with written work.</p>	<p>Dem Cheese scones and follow up. Complete raising agent's lesson.</p>		<p>Ingredients DEFINE Maillard Reaction and link it to the Scone practical.</p>
<p>Objective: To make an original scone product. Outcomes: WTS-You worked safely and hygienically to make a successful product, paying attention to finish. You used a range of equipment properly. EXS-You worked safely, hygienically and fairly independently to make a successful and well presented product. You used a range of processes and equipment properly and were able to solve any problems that occurred. GDS+You have worked successfully with a range of ingredients, processes and equipment to make a well presented and effective product. You have shown understanding of the ingredients you are working with, and have worked independently, solving any problems that may have occurred. You have produced a good quality product, working safely and hygienically.</p>		<p>Practical cheese scones</p>	
<p>Christmas</p>			

Year 8 Term 1

Objectives/outcomes	Lesson	Home learning task
Objectives:	Intro and expectations, H&S. Equipment. Recap of year 7.	Health and safety paragraph



<ul style="list-style-type: none"> To understand the importance of safety in Food Technology. <p>Outcomes:</p> <ul style="list-style-type: none"> Know why safety is important when working in the food rooms. Explain what kind of hazards exist and how to avoid them. 		
<p>1) To learn the 4 C's 2) To learn how to prevent contamination</p>	<p>Food Hygiene and safety.</p>	<p>Create a Food Safety poster to display in the kitchen based on what we have learnt today</p>
<p>Learning Objectives:</p> <ul style="list-style-type: none"> To learn about Poultry, sources, nutritional content . <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Know the difference between meat and poultry. Nutrient content of Protein Can explain the points to consider when choosing meat and poultry. Can describe how to prepare meat/poultry safely. Understand the different types of chopping boards 	<p>Meat cookery.</p>	<p>Create a top tips sheet/poster for a new chef to hygienically and safely use poultry in the kitchen.</p>
<p>Learning Objectives:</p> <ul style="list-style-type: none"> To understand how to cook food safely. Know how to prepare meat and vegetables to make fajitas. <p>Learning Outcomes:</p> <p>GDS - Show high level understanding of how to prepare and cook food safely by producing a production plan with accurate and detailed quality and hygiene checks for each stage of making.</p> <p>EXS - Show good understanding of how to prepare and cook food safely by producing some fairly detailed quality and hygiene checks in the production plan.</p> <p>WTS - Show basic understanding of how to prepare and cook food safely by producing a production plan with a few quality or hygiene checks with help.</p>	<p>Dem fajitas, production plans, hygiene & quality checks</p>	<p>Ingredients Produce a production plan</p>
<p>Objectives:</p> <ul style="list-style-type: none"> To prepare food safely. To make a stir fry or fajitas. <p>Outcomes:</p> <ul style="list-style-type: none"> Know how to work safely and independently to make successful product. 	<p>Practical- fajitas (Pairs)</p>	<p>Food temperature task</p>
<ul style="list-style-type: none"> To learn the nutrients and their function To recap and expand your knowledge on the Eatwell Guide To be able to analyse a meal 	<p>Healthy eating and nutrition of meals. Analysing meals. Need a computer rm</p>	<p>Traffic light: cauliflower cheese task. Ingredients</p>



<p>Objectives:</p> <ul style="list-style-type: none"> To prepare food safely. To make a stir fry or fajitas. <p>Outcomes:</p> <ul style="list-style-type: none"> Know how to work safely and independently to make successful product. 	<p>Practical- fajitas (Pairs)</p>	
<p>Half term</p>		
<p>Objectives:</p> <p>Understand Italian cuisine and special diets within the community across a range of ages</p> <p>Outcomes:</p> <p>Can explain what nutrients and any special dietary needs an individual may have through the life stages</p> <p>Apply knowledge gained to design a pizza for a specific group explaining in detail ingredient choices</p>	<p>Evaluate Fajitas Intro to Pizza & Italian cuisine – Special diets and pizza design 1</p>	<p>Complete individual diets pizza design.</p>
<p>Objectives:</p> <p>To understand the conditions yeast needs to grow</p> <p>Outcomes:</p> <p>GDS: Can explain the conditions yeast needs to grow, both positive & negative outcomes</p> <p>EXS: can state the conditions yeast needs to grow, explaining some positive & negative outcomes</p> <p>WTS: can state the conditions yeast needs to grow</p>	<p>Yeast Experiment</p>	<p>Yeast fill in the blanks sheet & complete the investigation sheet</p>
<p>Learning Objectives:</p> <ul style="list-style-type: none"> To understand the requirements of the design brief. To understand the process of making bread. <p>Learning Outcomes:</p> <p>Can describe the important points to consider for this task.</p> <p>GDS-Showed thorough understanding of requirements of task. Included a wide range of detailed and relevant points to consider.</p> <p>EXS Showed good understanding of task. Included a range of relevant points to consider</p> <p>WTS Basic understanding of task shown. Included some points to consider.</p>	<p>Peer assess pizza design homework against marking criteria & Where does Pizza originate from? Dem bread</p>	<p>Ingredients</p>
<p>Learning Objectives:</p> <p>To make a successful bread dough.</p> <p>Learning Outcomes:</p> <p>WTS-You have used a selection of equipment, working safely and quite accurately. You have demonstrated the kneading process and can identify explain the function of the ingredients used.</p>	<p>Practical bread dough, freeze. Cover gluten etc in the theory rm</p>	<p>Dough making questions HW sheet</p>



<p>EXS-You have worked with a range of equipment. You have worked safely and well. You were able to work fairly independently, making decisions when needed. You have demonstrated the kneading process and can explain the function of the ingredients used.</p> <p>GDS-You have worked competently with a range of equipment. You worked safely, hygienically and independently. You understood the method and how to work with the ingredients used. You have demonstrated the kneading process and can explain the function of the ingredients used with clear subject specific language.</p>		
<p>Learning Objectives:</p> <ul style="list-style-type: none"> To understand the requirements of the design brief. To understand the process of making bread base into pizza <p>Learning Outcomes: Can describe the important points to consider for this task.</p> <p>GDS-Showed thorough understanding of requirements of task. Can explain in detail how to make a pizza</p> <p>EXS Showed good understanding of task. Included a range of relevant points to consider, can state how to make a pizza</p> <p>WTS Basic understanding of task shown. Included some points to consider. Can follow a recipe with support to make a pizza</p>	<p>Dem pizza, toppings and nutrition</p>	<p>Ingredients. Teenage diet question</p>
<p>Learning Objectives: To make a successful pizza.</p> <p>Learning Outcomes:</p> <p>WTS-You have used a selection of equipment, working safely and quite accurately. You have paid attention to the finish of your product and it was suitable for the task.</p> <p>EXS-You have worked with a range of equipment. You have worked safely and well. You were able to work fairly independently, making decisions when needed. Your product was presented well and met the task requirements.</p> <p>GDS-You have worked competently with a range of equipment. You worked safely, hygienically and independently. You understood the method and how to work with the ingredients used. Your product was presented to a high standard and was suitable for the task.</p>	<p>Practical pizza</p>	
<p>Learning Objectives:</p>	<p>Evaluate Pizza, packaging and labelling</p>	<p>Complete packaging over holidays Ingredients.</p>



<ul style="list-style-type: none"> To design a suitable package for your pizza. <p>Learning Outcomes: Level WTS Label design contains most of the required labelling information. Level EXS-Label design contains all the required labelling information with some explanations. Level GDS Label design is detailed and accurate, containing all the required labelling with explanations.</p>		
Christmas		

Year 9 Term 1

Week	Date	Lesson	Homework
1	4/10	Introduction & expectations. Careers in Food	
	5/10	Nutrition, eat well and teenage diets & Food Safety	Exam question Teenage diets
2	11/10	Multicultural foods	
	12/10	Food Science of bread	Exam paper bread.
1	18/10	Science investigation	
	19/10	Write up results from investigation. Mark exam questions and add feedback	Ingredients
2	1/11	Timeplans produce one for Calzone. To have shopping list, equipment list, dovetailed timeplan IT1 Bread in our diets & evaluation of the course	Continue for homework
	2/11	Practical Calzone	

Year 10 Term 1

Lesson	Homework	Specification Links (Appendix B)	Practical Skills (Appendix A)
<p>Introduction to the course, set expectations! Target grades, how learners will be assessed.</p> <p>Introduction/General recap of nutrition. Discuss the Eat Well Guide: sections and how link to each commodity. How this commodity is grown/produced.</p> <p>Classification of fruit & veg</p> <p>Begin fruit and veg, follow PP: Knife skills: fruit and vegetables: link to Vitamins; Water (C&B) and fat soluble (A,D,E,K). How lost, how to prevent. Discuss Enzymic browning</p> <p><i>(Practical upside down cake (theory cake making) discuss grades. Make jam link to preservation methods or soup)</i></p> <p><i>Practical Soup and bread: link to knife skills and preventing water soluble vitamin loss – unblended shows higher skill</i></p>	<p>Name the cuts of veg and dishes would use them in</p> <p>Link the vitamins to the fruit/veg, ways of cooking/preparing to prevent vitamin loss</p>	<p>1, 2, 3(I), 4(II), 6(II)</p>	<p>1, 2, 3, 5, 6, 7, 8, 12, 15, 16, 20</p>



Processing of foods (primary & secondary)/preservation methods (commodities): students complete preservation methods (digital bundle) canned, frozen, juiced, dried		1, 4(II), 5(I,II), 6(II),	
Nutritional Values: sources, functions, deficiency, excess, daily requirements, specific vitamins and minerals. Poster of an individual with info around it. See PP already got	Ingredients for jam!!!	1, 2, 3(I, II), 6(I,II,III)	
Dem fresh fruit flan: aeration, whisking, dextrinization.	Planning and production plan	1, 4, 5(II), 6(I,III)	
Fresh fruit flan/upside down cake/vegetable cakes and grade <i>(Lasagne: layers made with vegetables not pasta)</i>		1, 2, 3(I), 4(II), 6(II)	1, 2, 3, 5, 6, 7, 8, 12, 15, 16, 20
Catch up/fill lesson/challenge Students make Jam		1, 4(I), 5(II), 6(I,II,III)	
Introduce enzymic browning: oxidation. Students to use digital bundle to investigate/template.	Work on research section as homework	NEA 1, 4(I), 5(III), 6(II)	
Students to complete research and planning into task	Continue write up of experiment	NEA 1, 4(I), 5(III), 6(II)	
Assignment experiment Enzymic browning and write up of experiment/results.	Continue write up of experiment <i>Trip to Aunt Bessie</i>	NEA 1, 4(I), 5(III), 6(II)	
Complete write up, conclusion etc	Complete write up	6(I,II,III)	1-20
Complete write up, print and hand in/ Fruit and veg exam questions	Improvements for HL over half term Revision	NEA 1, 4(I), 5(III), 6(II)	
End of unit test Peer feedback: Enzymic Browning. Understanding dietary reference values: dietary fibre.		NEA 1, 4(I), 5(III), 6(II)	
Half term			
Dairy foods: revisit Eat Well Guide: dairy foods: milk provenance, how commodity is processed. Students to produce a fact sheet on milk provenance and the types available: cover Catering slides	Ingredients, complete fact sheet	1, 5(I,II,III)	
Practical Panna Cotta, Crème Brule, Baked Cheesecake, Soufflés. Students to present their food and grade		1, 2, 3(I), 4(II), 6(II)	1, 2, 3, 6, 7, 8, 14, 19, 20
Continue how dairy foods are processed: primary and secondary processes (include pasteurisation) Include storage and food hygiene and safety (high risk food).		1, 5 (I,II)	
Dem profiteroles: science behind making Students make notes	Ingredients	1, 4, 6(II,III)	5, 6, 7, 8, 9, 10, 12, 13, 15, 16, 19, 20
Nutritional values (sources, function, deficiencies, excess, specific minerals and structure): produce mind map.	Dishes which could be made	1, 2	



	with specific dairy foods.		
Practical choux pastry	Students answer an exam question based on Choux Pastry.	1, 4, 6(II,III)	5, 6, 7, 8, 9, 10, 12, 13, 15, 16, 19, 20
Improvements of exam question. Food science: make butter, shake a jar) & cover concepts listed under Food Science	Work on NEA 2 for homework	5(II,III), 6(I,II,III)	
Nutritional values (sources, function, deficiencies, excess, specific minerals and structure): produce mind map. Continue/look at osteoporosis .	“ “	5(II,III), 6(I,II,III)	
Introduction and planning of mock NEA 2 Dietary considerations (low sat fat, suitable for osteoporosis, lactose free)	“	“	
Planning for Mock	“	“	
Practical NEA 2: dietary considerations		“	1-20
Evaluation of practical Hand in of NEA 2 mock		“	
Complete evaluation/Revision		1,2,3,4,5,6	
Unit test		1,2,3,4,5,6	
Christmas			

Year 11 Term 1

Lesson	Homework	Specification Links (Appendix B)	Practical Skills (Appendix A)
No Lesson!!!	Catch up every Tuesday/ Wednesday!!!		
-Intro and expectations, cover the year ahead and a timeline: recap the structure of NEA 1 and re visit examples completed: identifying strengths and weaknesses: Students to look at their work and self-assess. What needs to be improved in preparation for the real thing? -Prepare a folder on the network Practical investigation linked to the NEA 1 Brief (pastry, sauces, fats, raising agents) -Hand out NEA1 folders and timeline --introduce NEA1 brief, and writing templates	NEA 1 background reading.	NEA 1 4, 6	
Set NEA 1: templates, expectations students set up		NEA 1 4, 6	
NEA 1: planning and research: Analysis of the task: (<i>Key words and phrases from the brief are?</i>) What is the brief asking me to do? Plan of action Research Food science considerations		NEA 1 4, 6	



hypothesis				
NEA 1			NEA 1, 4, 6	
NEA 1: planning and research: Analysis of the task: <i>(Key words and phrases from the brief are?)</i> What is the brief asking me to do? Plan of action Research Food science considerations hypothesis NEA 1: equipment list, results table, plan			NEA 1 4, 6	
NEA 1 Double science investigation: RESULTS: table and pictures COMMENTS ON PRODUCT STAR PROFILE OF SAMPLES OVERALL PREFERENCE OF PRODUCT OBSERVATIONS RELIABILITY OF MY RESULTS			NEA 1 4, 6	1-20
NEA 1: EVALUATION			NEA 1, 4, 6	
NEA 1: EVALUATION			NEA 1, 4, 6	
NEA 1: equipment list, results table, plan			NEA 1, 4, 6	
NEA 1: equipment list, results table, plan			NEA 1, 4, 6	
NEA 1 Double science investigation: RESULTS: table and pictures COMMENTS ON PRODUCT STAR PROFILE OF SAMPLES OVERALL PREFERENCE OF PRODUCT OBSERVATIONS RELIABILITY OF MY RESULTS			NEA 1 4, 6	1-20
NEA 1: CONCLUSION: SO, DID I PROVE MY HYPOTHESIS? POSSIBLE ADDITIOANL EXPERIEMENTS: IMPROVEMENTS			NEA 1 4, 6	
NEA 1: CONCLUSION: SO, DID I PROVE MY HYPOTHESIS? POSSIBLE ADDITIOANL EXPERIEMENTS: IMPROVEMENTS			NEA 1 4, 6	
Peer marked improvements			NEA 1, 4, 6	
Hand in NEA 1: teacher marking			NEA 1, 4, 6	
Teacher: improvements			NEA 1, 4, 6	
Continue with improvements:			NEA 1, 4, 6	
NEA 1 work			NEA 1, 4, 6	
Deadline NEA 1: Printing, signing off!!!			NEA 1, 4, 6	
Half term				
Single	Recapping culinary skills: links to NEA 2 Theme		NEA 2,	
Double	Practical free choice: start practising key skills want to demonstrate		NEA 2 1, 6	1-20
Single x2	Recapping expectations of NEA 2: Links to what theme		NEA 2	



	Practical free choice: linked to NEA 2 Theme		NEA 2 1, 6	1-20
Single Double	NEA 2: Introduce NEA 2 Theme and expectations		NEA 2	
	NEA 2: Section A: Researching the task: Task analysis		NEA 2 1, 5, 6	
Single x2	NEA 2: Section A: Researching the task: Task analysis		NEA 2 1, 5, 6	
	NEA 2: Section A: Researching the task: Task analysis		NEA 2 1, 5, 6	
Single Double	NEA 2: Section B: Demonstrating technical skills		NEA 2 1, 5, 6	
	NEA 2: Section B: Mock dishes prac x 2 dishes		NEA 2 1, 5, 6	
Single x2	NEA 2: Section B: Demonstrating technical skills		NEA 2 1, 5, 6	
	NEA 2: Section C: Planning final menu (reasons for choice)		NEA 2 1, 5, 6	
Single Double	NEA 2: Section C: Planning final menu (reasons for choice)		NEA 2 1, 5, 6	
	NEA 2: Section B: Mock dishes prac x 2 dishes		NEA 2 1, 5, 6	1-20

Sharing of medium term plans will allow each subject to reflect and re-order content to support colleagues in other subjects or teach content making links to other subjects explicit.

Short Term Planning

Resources needed for each lesson are included on the department shared area a google classroom account for those teachers teaching Food has been set up and all resources required included in a lesson by lesson folder format.

Opportunities should be created to support the wider curriculum: (many of these are fed into daily teaching within the subject).

- PSHE / RSE
- Careers
- Citizenship and British Values
- Financial Education

Planning should be shared across the department.

Teachers can adapt lessons to match needs to students.