DIXONS NEWALL GREEN ACADEMY

Subject: Food Technology

Curriculum Principles

By the end of their education, a student of Food Technology at Dixons Newall Green will:

- Develop a range of food preparation skills and cooking methods which can be utilised to produce a far broader variety of recipes.
- This combined with a thorough understanding of kitchen safety and hygienic processes will foster a clear sense of confidence in students and promote independence when cooking both in class and beyond school.
- Develop knowledge of nutrition, special dietary needs and food provenance to allow them to understand their own and others dietary needs.

Our uniting 'sentence' is "Food Technology at DNG ensured that all students had all the knowledge and skills to look after themselves and their families through their knowledge of food and the food they can make"

It is the vision of the Food Technology department to allow all students to make informed healthy choices and feel confident, safe and ambitious in the kitchen.

To achieve a true understanding of Food Technology topics have been intelligently sequenced based on the following rationale:

Students need to understand how to cook hygienically and safely before starting to prepare and cook foods, but this knowledge must be developed and deepened continually as students learn more advanced methods and start to work with higher risk ingredients. This is the first of many examples of the substantive knowledge students acquire in their theory lessons supporting and developing the procedural knowledge built in practical lessons.

Nutrition is a vital piece of substantive knowledge which is introduced in year 7 and revisited as part of our spiral curriculum each year. Beginning with Healthy Eating and developing into the Eatwell guide and developing into a thorough understanding of the nutrients we require, their role in our bodies and foods each is found in. Students can then understand how our nutritional needs change during the life stages and why. This again allows students to make informed choices regarding foods they eat and the nutritional benefits of cooking food from raw ingredients.

Procedural knowledge of cooking methods is taught and developed as part of the practical component of Food Technology and is developed through the Key Stage. The Food Technology department aims for all students by the end of year 9 to have knowledge and ability to apply a range of cooking methods to meet overall ambition of them being safe, competent and confident cooks. This knowledge can be applied both as part of the internal assessments in year 11 but through students' own food preparation beyond school too.

The Food Technology curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

All practical lessons are fully accessible regardless of economic background as ingredients are provided for students by school.

Literacy gaps which are common for disadvantaged pupils are addressed through tracked reading in the subject. All students are given the opportunity to read in both theory and practical lessons. They are supported to develop their understanding and use of tier 3 vocabulary through the explicit teaching of the definitions and use of these words and the high expectations we have to use tier 3 vocabulary regularly and appropriately in both their written work and through oracy.

Building cultural capital by exposing students to ingredients, dishes and cooking techniques they have not encountered before and allowing them to talk with confidence about these subjects.

We fully believe Food Technology can contribute to the personal development of students at DNG:

By learning about a range of religious special dietary needs and global cuisines and cultures and cooking a range of dishes from around the world. This greater understanding of cultural habits different to their own fosters acceptance and embracing of different cultures within the shared community.

Students are given the opportunity to demonstrate leadership in the practical lessons through peer lead learning. This not only builds self-esteem but allows more able students an opportunity to problem solve as a key focus of cooking is contingencies and rectifying issues during cooking. Student will also be able to demonstrate leadership skills through participating in school events such as open evening, showcasing their skills and modelling this to prospective students.

Food technology supports the acquisition of cultural capital through our trips, such as to local farms and businesses. Where students are exposed to a range of produce and opportunities to learn about its origins. This allows students to speak confidently about their own experiences and develops their oracy as well as self-assurance.

Students will be provided with the opportunity to develop these skills and knowledge through an optional vocational course at Key Stage 4; WJEC Hospitality and Catering. By the end of year 11 these students will be able to demonstrate improved independence as they plan production and manufacture a variety of increasingly complex dishes with speed, precision and consistency. They will demonstrate wider skills e.g. knife skills needed for the professional kitchen.

Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that students are exposed to:

Whilst our main aim at KS3 is to ensure all students have the knowledge and skills to live a fulfilling life through their food choices and recipes they can make; we look forward into KS4 where we aim to develop highly accomplished cooks by offering a Hospitality and Catering qualification. Throughout both Key stages we consider a board range of careers within the food sector and beyond, whether that is becoming a Chef or Baker, Food Scientist or Nutritionist, New Product Developer or Marketing; we want to prepare students for a range of opportunities after DNG

To develop students understanding of this broad range of careers and to ignite passion for the subject we aim to have a range of guest speaker to inspire our students; offer educational trips to local Food businesses and local farms; and have partnerships with organisations to provide extra resources to broaden the cultural capital offer.

At KS3 and KS4 our belief is that homework should be interleaved-revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low-stakes quizzing and practice.

Curriculum overview

To ensure all students currently at DNG finish their Food technology education with the knowledge and skills to support their future lives and further education; Year 8 and Year 9 will be covering 'Fundamental knowledge and

skills' in cycle one to support their spiralised curriculum throughout the rest of the year. This is reflected in their extra curriculum time for this year. This will support future years work as the curriculum and department grows.

	Year 7, 8 and 9		
Cycle 1	Fundamental knowledge and skills		
	Knowledge	Skills	Practical work
	Students begin by exploring the fundamentals of food technology, including kitchen equipment, hazards, and hygiene practices such as the 4 Cs (cleaning, cooking, chilling, and cross-contamination). They learn about food poisoning and safe food handling. As the year progresses, theoretical understanding expands to include cooking methods (grill, hob, oven), weighing and measuring, and an introduction to nutrition and healthy eating guidelines. Toward the end of the year, students are introduced to food provenance—where food comes from and how it's produced—culminating in a knowledge check and consolidation of learning	Throughout the year, students develop a range of essential food preparation and safety skills. These include knife skills (e.g., chopping carrots), using different cooking appliances (oven, grill, hob), and accurate weighing and measuring. They also learn how to prepare ingredients safely and efficiently, follow recipes, and apply hygiene standards in a kitchen setting. These skills are scaffolded to build confidence and competence in handling food and equipment responsibly.	Practical lessons are embedded regularly to reinforce learning through hands-on experience. Students prepare a variety of dishes including cheese sandwiches, rock cakes, pizza toast, tomato pasta, and vegetable stir fry. These activities are designed to apply both theoretical knowledge and technical skills in real cooking scenarios. The year concludes with a food provenance practical, allowing students to connect their understanding of food origins with practical cooking.
Year 8 cycle 2	The Eatwell Guide		
	Knowledge	Skills	Practical work
	Students deepen their understanding of nutrition through the Eatwell Guide, exploring food groups such as fruits and vegetables, proteins, starchy carbohydrates, dairy, fats, and sugars. They learn about the nutritional value and health implications of each group, building on prior knowledge from Year 7. The curriculum also includes a knowledge check to consolidate learning and ensure students can apply nutritional principles to everyday food choices	Year 8 students refine their food preparation techniques, focusing on more complex tasks such as dough handling (e.g., focaccia), baking (e.g., apple crumble and flapjack), and safe handling of meat and dairy. They continue to develop hygiene awareness and accurate measuring, while also learning to balance ingredients for nutritional value. These skills support both independent	Practical lessons are central to the curriculum, with students preparing a variety of dishes that reflect the food groups studied. These include apple crumble, chicken nuggets, focaccia, mac and cheese, and flapjack. Each practical is designed to reinforce theoretical learning while building confidence and competence in the kitchen. The year ends with a knowledge check, ensuring students can connect practical experience with nutritional understanding.

		cooking and teamwork in the kitchen.	
Year 9 cycle 2	Cultural food		
	Knowledge	Skills	Pracitcal work
	Year 9 students explore the cultural diversity of food, beginning with an introduction to world cuisines. They study the origins, ingredients, and traditions behind British, Caribbean, South Asian, and Chinese cuisines. This broadens their understanding of global food practices and encourages appreciation of culinary heritage. The curriculum also includes a deeper look into how cultural influences shape dietary habits and cooking styles.	Students build on previous years by developing more advanced culinary techniques. These include baking (e.g., Bakewell tarts), marinating and grilling (e.g., jerk chicken), spice blending and dough preparation (e.g., curry and naan), and stir-frying (e.g., Chinese cuisine). They also refine their ability to follow multi-step recipes, manage time effectively in the kitchen, and adapt cooking methods to suit different cultural dishes	Practical sessions are rich and varied, reflecting the cultural themes of the curriculum. Students prepare dishes such as Bakewell tarts, jerk chicken, curry with naan, and Chinese stir-fry. These hands-on experiences allow them to apply their knowledge of ingredients and techniques while exploring the sensory and social aspects of food. The final term includes a Chinese cuisine practical, consolidating their learning through a culturally inspired cooking challenge.
Year 8 – cycle 3	Design and manufacture – Food packaging		
	Knowledge	Skills	Practical skills
	Students begin by exploring food packaging, learning about its purpose, materials, and environmental impact. This ties directly into Design Technology through the study of product design, sustainability, and user needs. They also research and evaluate existing packaging solutions, developing an understanding of how design influences consumer choices and food preservation. This knowledge supports cross-curricular learning in graphics, materials technology, and product analysis.	Year 8 learners develop both culinary and design-based skills. In Food Technology, they refine their ability to prepare dough and assemble pizzas, while in Design Technology, they apply design principles to create functional and appealing pizza boxes. Skills such as specification writing, evaluating products, and redesigning based on feedback mirror the iterative design process used in DT. These experiences foster creativity, problem-solving, and critical thinking.	Practical sessions blend food preparation with design application. Students make bread dough bases and pizzas, then design and construct pizza boxes using paper and card materials. This hands-on integration of food and packaging culminates in a final evaluation of both the product and its presentation. The project encourages students to consider aesthetics, functionality, and sustainability—core principles of Design Technology—while reinforcing food safety and preparation techniques.
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	Knowledge	Skills	Practical work

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