

**Curriculum Intent: Project Based Learning – Food Technology  
Key Stage 3 2025 - 2026**

At Compass School, our Food Technology curriculum empowers pupils with the essential knowledge, skills, and confidence to make informed decisions about food safety, hygiene, nutrition and meal preparation. We aim to instil a lifelong love of cooking while fostering an appreciation for the cultural significance of food. We promote a positive, "can-do" mindset, reinforcing the belief that everyone can learn to cook and develop valuable culinary skills.

By the end of Key Stage 3, pupils will have built a strong foundation in food safety and hygiene, nutrition and healthy eating, food preparation techniques, recipe development, menu planning, food science and global cuisine.

Through hands-on learning, pupils will gain a deeper understanding of how ingredients interact, experiment with various cooking methods, and refine their ability to create and adapt recipes. Cooking is both a creative and practical skill, and we nurture pupils' ability to think independently, solve problems, and take ownership of their culinary learning.

Through our Project Based Learning Food Technology curriculum, we encourage pupils to explore different ingredients, techniques and cultural traditions, as well as gain confidence in their ability to cook for themselves and others.

Our curriculum is also designed to equip pupils with the skills needed for independent living and to broaden their career aspirations, highlighting opportunities in the food industry, hospitality, and nutrition. We challenge every pupil to excel in Food Technology, recognising its significance beyond the classroom—as a life skill, a creative outlet, and a potential career path. We aim for our pupils to have the knowledge, experience and confidence to make informed choices and prepare nutritious meals, thereby ensuring they lead fulfilling and independent lives both now and in the future.

**Skills and Knowledge Key Stage 3**

Every half term, we ensure that we offer cross-curricular (Cc) opportunities to our pupils as well as covering Social, Moral, Spiritual and Cultural (SMSC) elements. These are detailed below, using the following codes, which enable us to track what is delivered in each subject.

Cross Curricular links include: M (Maths), Eng (English), Sc (Science), PS (PSHE), FT (Food Tech), CR (Craft), AD (Art & Design), C (Computing), G (Geography), H (History), En (Engineering), R (Reading), Ec (Economics)

SMSC Links include: B (British Values), Sp (Spiritual aspects), M (Moral aspects), So (Social aspects), C (Cultural aspects), R (Religious aspects), Rel (Relationships), P (Prevent), E (E-Safety), I (Individual Advice & Guidance & Careers), I (Healthy Lifestyle including wellbeing).

	<b>Key Stage 3 Topics</b>	<b>Key Stage 3 Skills</b>	<b>Key Stage 3 Knowledge</b>
<b>HT1</b>	<p align="center"><b>British Produce</b></p> <p>English Cooked Breakfast Welsh Rarebit Shortbread Toad in the Hole Bakewell Tart Cornish Pasty Shepherd's Pie</p> <p align="center"><b>SMSC – B, Sp, So, C, H, I</b></p> <p align="center"><b>Cc – M, R</b></p>	<p align="center"><b>Health and Safety Skills:</b></p> <p>To apply basic food safety and hygiene principles, including hazard analysis To apply good personal hygiene practices To follow food safety guidelines, applying basic safe food handling techniques and storage principles to prevent contamination To apply basic practices regarding preservation To begin to apply portion control</p> <p align="center"><b>Food Skills:</b></p> <p>To use basic food preparation and cooking skills while exploring traditional British dishes, including: To use basic knife skills (chopping, peeling, slicing) To use basic baking techniques (measuring, mixing, kneading, rolling pastry, rubbing in) To use basic cooking methods (frying, grilling, mashing, oven baking)</p>	<p align="center"><b>Health &amp; Safety Knowledge:</b></p> <p>To have a basic understanding of food safety and hygiene principles, including hazard analysis To have an awareness of good personal hygiene practices To understand basic food safety guidelines, including food handling techniques and storage principles, to prevent contamination To begin to understand portion control</p> <p align="center"><b>Cooking knowledge depending on skills taught that Half term:</b></p> <p>To understand essential food preparation and cooking skills, including: To understand basic knife skills (e.g., chopping, peeling, slicing) To understand simple baking techniques (e.g., measuring, mixing, kneading, rolling pastry, rubbing in) and basic cooking methods (e.g., frying, grilling, oven baking)</p> <p align="center"><b>Topic – British produce:</b></p> <p>To gain an understanding of the origins and cultural significance of traditional British dishes To explore how regional history has influenced their development To know about classic British dishes and their origins To have an understanding of the history of provenance and sustainability of British foods To explore foods that are grown in Britain and why</p>
<b>HT2</b>	<p align="center"><b>Foods and Recipes World War 2</b></p> <p>Wartime Rock Cakes Sausage Rolls Wacky Cake Cheese and Potato Dumplings Bread and Butter Pudding Corned Beef Risoles Molasses Cookies</p> <p align="center"><b>SMSC – B, Sp, So, C, H, I</b></p> <p align="center"><b>Cc – M, R</b></p>	<p align="center"><b>Health and Safety Skills:</b> <b>As for HT1 and see below</b></p> <p>To apply further food safety and hygiene principles, including hazard analysis To apply good personal hygiene practices, with consistency To follow basic food safety guidelines requiring the use of safe food handling techniques and storage principles to prevent contamination. To apply good practices regarding preservation methods To apply portion control with a view to minimising waste</p> <p align="center"><b>Food Skills:</b></p> <p>To use essential food preparation and cooking skills while exploring foods and recipes from World War 2 dishes, including: To develop knife skills (peeling, chopping, dicing) To use baking techniques with a focus on egg-free and dairy-free recipes. To learn boiling methods for preparing vegetables and other ingredients efficiently. To develop frying techniques, ensuring proper temperature control for a crisp finish. To explore food preservation techniques using wartime methods to create nutritious meals with limited resources.</p>	<p align="center"><b>Health &amp; Safety Knowledge:</b></p> <p>To have an essential understanding of food safety and hygiene principles, including hazard analysis To understand the importance of good personal hygiene practices. To understand essential food safety guidelines, including safe food handling techniques and storage principles, and to understand why these guidelines are necessary to prevent contamination. To understand basic practices regarding preservation methods To be aware of the different nutrients in foods and their functions</p> <p align="center"><b>Cooking knowledge depending on skills taught that Half term:</b></p> <p>To understand various knife skills, including peeling, chopping, and dicing To use various cooking techniques including baking, frying and grilling To use baking techniques with a focus on dough preparation and pastry-making skills, including rubbing in fat, rolling, and crimping techniques To understand boiling methods for preparing vegetables and other ingredients efficiently To explore food preservation techniques using wartime methods to create nutritious meals with limited resources.</p> <p align="center"><b>World War 2</b></p> <p>To gain an understanding of food rationing during World War 2 and how food shortages changed people's diets</p>

			<p>To understand how ingredients were substituted, how meals were made with limited supplies and how food was preserved through methods like pickling</p> <p>To understand the different cooking methods used in World War 2, such as boiling and baking.</p> <p>To explore the impact of rationing on families and communities, how people adapted to these challenges and the significance of the "Dig for Victory" campaign, which encouraged people to grow their own food to supplement rations and support the war effort</p>
	<b>Key Stage 3 Topics</b>	<b>Key Stage 3 Skills</b>	<b>Key Stage 3 Knowledge</b>
<b>HT3</b>	<p><b>Mediterranean Dishes</b></p> <p>Greek Kebabs Chorizo Pilaf Pizza Carbonara Chicken Gyros Spanish Eggs</p> <p><b>SMSC – B, Sp, So, C, H, I</b></p> <p><b>Cc – M, R</b></p>	<p><b>Health and Safety Skills:</b> <b>As for HT1 and HT2 and see below</b></p> <p>To confidently apply key food safety and hygiene principles, including the basics of hazard analysis, to identify and reduce potential risks in the kitchen.</p> <p>To consistently demonstrate good personal hygiene and understand its importance in maintaining food safety.</p> <p>To follow food safety guidelines independently, applying safe food handling and appropriate storage techniques to prevent cross-contamination and spoilage.</p> <p>To evaluate and apply appropriate preservation methods, considering factors such as food type, storage conditions, and shelf life.</p> <p>To apply portion control with increasing accuracy, recognising its role in reducing food waste and supporting sustainable practices</p> <p><b>Food Skills:</b></p> <p>To use essential food preparation and cooking skills while exploring Mediterranean and European dishes, including developing knife skills such as peeling, chopping, to prepare ingredients safely and evenly.</p> <p>To practise marinating techniques using herbs, spices, lemon, and oil to build flavour.</p> <p>To use a variety of cooking methods, including frying, baking, grilling, and sautéing, with a focus on temperature control and timing.</p> <p>To apply boiling and simmering techniques to cook rice and pasta efficiently. To develop dough-handling skills through kneading, rolling, and shaping when preparing homemade pizza bases.</p> <p>To practise making simple sauces, including egg-based sauces.</p>	<p><b>Health &amp; Safety Knowledge:</b></p> <p>To have an understanding of food safety and hygiene principles, including hazard analysis and to be able to identify and reduce potential risks in the kitchen</p> <p>To understand good personal hygiene practices and why they are important</p> <p>To understand core food safety guidelines, apply safe food handling techniques, storage principles, and understand why they are essential to prevent contamination and spoilage</p> <p>To understand crucial practices regarding preservation methods, understanding factors such as food type, storage conditions and shelf life</p> <p>To understand the importance of portion control food waste with increasing accuracy, recognising its role in reducing food waste and supporting sustainable practices, be aware of the different nutrients in foods and their functions, including food additives and preservatives</p> <p><b>Cooking knowledge depending on Skills taught that half term:</b></p> <p>To understand essential food preparation and cooking skills, including knife skills such as peeling, chopping, and preparing ingredients safely and evenly.</p> <p>To understand the purpose of marinating techniques.</p> <p>To understand various cooking methods, including frying, baking, grilling, and sautéing, with a focus on temperature control and timing.</p> <p>To understand boiling and simmering techniques.</p> <p>To understand the importance of timing in dough-handling skills such as kneading, rolling, and shaping.</p> <p><b>Mediterranean Dishes:</b></p> <p>To gain knowledge of Mediterranean cooking methods on the nutritional value of food and how they contribute to a balanced diet.</p> <p>To understand the cultural origins and historical influences of Mediterranean cuisine, it is essential to explore how geography and climate shape traditional dishes.</p> <p>To learn about common Mediterranean ingredients, their nutritional benefits, and their role in a healthy, balanced diet.</p> <p>To understand the science behind food, including the chemical and physical changes that occur during cooking and processing, is essential for developing recipes that consider both taste and nutrition.</p>
	<b>Key Stage 3 Topics</b>	<b>Key Stage 3 Skills</b>	<b>Key Stage 3 Knowledge</b>
<b>HT4</b>	<p><b>Plant-based Dishes</b></p> <p>Smoked Spice Veggie Rice Vegan Chillli Chickpea Curry Vegan Shepherd's Pie Vegan Banana Bread</p> <p><b>SMSC – B, Sp, So, C, H, I</b></p> <p><b>Cc – M, R</b></p>	<p><b>Health and Safety Skills:</b> <b>As for HT1, HT2, HT3 and see below</b></p> <p>To begin to apply more advanced food safety and hygiene principles, including hazard analysis and risk assessment, when preparing, cooking, and storing food.</p> <p>To consistently model high standards of personal hygiene and to be aware of the impact of poor hygiene practices on food safety.</p> <p>To independently implement safe food handling and storage procedures, adapting them as needed for various ingredients and cooking methods.</p> <p>To select and apply suitable food preservation methods and explain how they help maintain food freshness and minimise waste.</p> <p>To accurately apply portion control strategies and evaluate their effectiveness in reducing waste and promoting cost-effective, sustainable cooking practices.</p> <p><b>Food Skills:</b></p> <p>To use knife skills safely and confidently, including peeling, chopping, slicing, and dicing effectively.</p> <p>To be able to boil vegetables and legumes efficiently using safe and effective cooking methods.</p> <p>To follow baking methods, including mixing and measuring, with a focus on egg-free and dairy-free recipes.</p> <p>To identify and apply food preservation techniques for plant-based ingredients.</p>	<p><b>Health &amp; Safety Knowledge:</b></p> <p>To have a good understanding of more in-depth food safety and hygiene principles, including hazard analysis and risk assessment, when preparing, cooking, and storing food.</p> <p>To have a thorough understanding of personal hygiene practices and their importance</p> <p>To understand more in-depth food safety guidelines, independently apply safe food handling techniques and storage principles and explain why these practices are essential to prevent food contamination.</p> <p>To understand more advanced practices regarding preservation methods</p> <p>To be aware of the different nutrients in foods and their functions, as well as the various food sources from which these nutrients come.</p> <p><b>Cooking knowledge depending on Skills taught that Half-term:</b></p> <p>To understand various knife skills, including peeling, chopping, and dicing</p> <p>To use multiple cooking techniques, including baking, frying and grilling</p> <p>To understand boiling methods for preparing vegetables and pulses efficiently.</p> <p>To safely store and prepare plant-based ingredients, including vegetables, pulses, and dairy alternatives.</p> <p><b>Plant-Based Dishes:</b></p> <p>To understand what plant-based and vegan diets are.</p>

		To explain how sustainable cooking practices help reduce waste and support the environment.	To explore the reasons why people, choose plant-based diets, including health, environmental, and ethical considerations. To identify key plant-based protein sources, such as beans, lentils, and tofu. To understand the essential nutrients needed in a balanced vegan diet, such as iron, calcium, and vitamin B12. To know how to store and prepare plant-based foods safely. To recognise common additives and preservatives found in vegan products. To learn how to adapt recipes using plant-based alternatives. To understand how herbs and spices can enhance the flavour of plant-based meals. To explore cultural and religious reasons for plant-based eating.
	<b>Key Stage 3 Topics</b>	<b>Key Stage 3 Skills</b>	<b>Key Stage 3 Knowledge</b>
<b>HT5</b>	<p><b>South American Food</b></p> <p>Spiced Beef Empanadas Waggoners Rice Brazilian Carrot Cake Chicken Fajitas Mexican Eggs and Hash Burritos</p> <p><b>SMSC – B, Sp, So, C, H, I</b></p> <p><b>Cc – M, R</b></p>	<p><b>Health and Safety Skills:</b> <b>As for HT1, HT2, HT3 and HT4 and see below</b></p> <p>To build upon essential food safety and hygiene principles by independently applying more advanced practices across a range of cooking activities, e.g preventing cross-contamination when handling raw meat and eggs in one recipe.</p> <p>To continue to independently demonstrate good personal hygiene and using safe food-handling techniques, while also identifying and assessing potential risks through hazard analysis.</p> <p><b>Food Skills:</b></p> <p>To store fresh, frozen, and ambient foods safely, using correct temperature control to prevent contamination and extend shelf life.</p> <p>To be able to use a wide range of food preparation and cooking methods, including knife skills, baking, grilling, boiling, frying, mashing, sieving, and sautéing.</p> <p>To utilise portion control and plating techniques to minimize food waste and enhance the presentation of dishes.</p> <p>To adapt recipes by considering taste, nutritional value, cost, and ingredient availability.</p> <p>To plan and organise a simple menu for a specific occasion or dietary need, demonstrating practical decision-making and food knowledge.</p>	<p><b>Health &amp; Safety Knowledge:</b></p> <p>To demonstrate a clear understanding of food safety and hygiene principles, including hazard analysis and risk assessment, when preparing, cooking, and storing food.</p> <p>To independently identify and follow good personal hygiene practices and understand their importance.</p> <p>To apply safe food handling, storage, preservation and temperature control techniques confidently.</p> <p>To identify different nutrients in foods, understand their functions, and recognise their sources, including awareness of food additives and preservatives.</p> <p>To use food labels effectively and make informed choices about nutrition and health.</p> <p><b>Cooking knowledge depending on skills taught that half term</b></p> <p>To understand the components of a balanced diet and how they support overall health.</p> <p>To independently analyse and evaluate food labels and use nutritional information to make informed food choices.</p> <p>To demonstrate a good understanding of food preparation and hygiene practices.</p> <p>To use a range of cooking techniques, including knife skills, baking, grilling, and sautéing, with increasing confidence.</p> <p>To understand what food additives and preservatives are and their role in processed foods.</p> <p>To be aware of how food is produced and processed and understand the importance of sustainability and environmental impact.</p> <p>To understand where different foods originate and how they reach our plates.</p> <p>To explore and show respect for different food cultures and traditions</p> <p>To know how cooking methods can affect the nutritional value and sensory qualities (taste, texture, appearance) of food</p> <p><b>South American Food:</b></p> <p>To describe the key features of South American cuisine and its influences from Indigenous, Spanish, Portuguese, and African traditions.</p> <p>To identify and explore key ingredients such as corn, beans, chillies, avocados, plantains and cassava.</p> <p>To explain the role these ingredients, play in traditional South American dishes.</p> <p>To understand and describe the role of food in South American festivals and celebrations.</p> <p>To recognise the nutritional benefits of key South American ingredients and explain how they contribute to a balanced diet.</p>
	<b>Key Stage 3 Topics</b>	<b>Key Stage 3 Skills</b>	<b>Key Stage 3 Knowledge</b>

HT6

**National Dishes Around the World**

Jollof Rice  
Paella  
Piri Piri Chicken  
Meat Balls and Pasta  
Basque Chicken Pie  
Vegetable Biryani  
Turkish Kebabs and Flat Breads

**SMSC – B, Sp, So, C, H, I**

**Cc – M, R**

**Health and Safety Skills:  
As for HT1, HT2, HT3, HT4, and HT5**

To consolidate and apply their understanding of essential food safety and hygiene principles with increased independence and confidence.

To be able to consistently demonstrate good personal hygiene and safe food-handling techniques.

To build on their previous knowledge by identifying a wider range of potential hazards and assessing risks more accurately through structured hazard analysis

To Apply this understanding during more complex cooking tasks, including monitoring food temperatures, preventing cross-contamination, and maintaining a safe and organised workstation.

To work effectively with minimal supervision, demonstrating responsibility for their safety and that of others in a busy kitchen environment.

**Food Skills:**

To build on their previous cooking experience, pupils will prepare more complex and culturally diverse dishes,

To further develop their knife skills through accurate chopping, dicing, and portioning of meat and vegetables.

To demonstrate improved confidence in using a range of cooking methods, such as boiling, frying, baking, and simmering, while simultaneously managing multiple components of a dish.

To refine their understanding of seasoning and spice blending to create well-balanced flavours in international recipes.

To demonstrate their progress in dough and pastry work, pupils will show improvement in rolling, shaping, and proving techniques, particularly when preparing flatbreads and pies.

Throughout these tasks, pupils will apply advanced food safety and hygiene practices, including monitoring cooking temperatures, preventing cross-contamination, and maintaining a clean and organised workstation.

By the end of this unit, pupils should be working with increased independence, accuracy, and responsibility, demonstrating readiness for more self-directed cooking challenges.

**Health and Safety SKnowledge:**

To demonstrate a comprehensive understanding of food safety and hygiene principles, including the ability to carry out simple hazard analyses with increasing confidence.

To consistently apply good personal hygiene and safe food-handling techniques while also.

To demonstrating awareness of correct food storage, preservation, and temperature control.

To build on their earlier learning of nutrition by demonstrating a deeper understanding of the components of a balanced diet, the function of different nutrients, and their sources.

To analyse and evaluate food labels and make informed decisions about nutrition.

**Cooking knowledge depending on skills taught that half term:**

To further develop their cooking knowledge by using a range of techniques such as baking, grilling, sautéing, and advanced knife skills, depending on the skills taught that term.

To demonstrate an understanding of food additives and preservatives, as well as be aware of how food is produced and processed, including issues related to sustainability, environmental impact, and food provenance.

To explore a variety of global food cultures and evaluate how different cooking methods impact the nutritional value and sensory qualities of food.

To work with greater independence and confidence, making informed choices about ingredients, cooking methods, and health while applying knowledge across both practical and theoretical contexts.

**National Dishes Around the World:**

To learn about different national dishes from around the world.

To explore the food choices of people in other countries and how food can be an integral part of a country's culture and traditions.

To research the origins of dishes such as Jollof rice (West Africa), paella (Spain), piri-iri chicken (Portugal), biryani (India), Basque chicken pie (France and Spain), meatballs and pasta (Italy), and Turkish kebabs with flatbreads.

To learn about the ingredients used in each dish and how different countries prepare their food in unique ways.

To learn how various herbs, spices, and staple foods, such as rice, pasta, and bread, are used around the world.

To understand and respect other cultures through food and give them the chance to try new flavours and cooking styles.