The Sutton Academy

Knowledge Rich Curriculum Plan

Year 9 Food Technology

YEAR 9 ROTATION GROUPS – CALENDAR DELIVERY					
Lesson / Learning Sequence	**Intended Knowledge**	**Tiered Vocabulary**	**Prior Knowledge**	**Assessment**	**Scripting for the most difficult concepts**
Week 1 – Rotation 1 – Introduction to the Food Rooms (Booklet L1)	Re-establish the rules, expectations and routines used before, during and after practical work. Apply safe personal preparation, equipment care, washing-up, finished-product labelling and collection procedures. Confirm allergies and dietary requirements and retrieve the practical habits needed for increasingly independent Year 9 work.	**Rules**: guidelines that must be followed. **Expectations**: what students are required to do. **Sanctions**: consequences for not following procedures. **Contract**: an agreement to follow food-room rules. **Dietary requirement**: a food need linked to health, belief, culture or choice. **Hygiene**: practices that keep people, equipment and food clean.	Year 7 and Year 8 food-room routines, mise en place, washing-up, knife and cooker safety and basic food hygiene.	Teacher questioning and discussion. Student contract completed and signed. Allergy and dietary information checked. Short retrieval baseline used to identify support and challenge.	"Year 9 dishes involve more stages, hotter processes and greater independence, but the safety routines do not change. Prepare yourself and the work area before cooking, keep raw and ready-to-eat foods controlled, then wash, dry, return and clean everything fully. Safe routines protect the whole class and make practical work more efficient."
Week 2 – Rotation 1 – Fruit, Vegetables and Potatoes (Booklet L2)	Classify fruits and vegetables into recognised groups and identify potatoes as tubers used mainly as a starchy food. Explain the contribution of vitamin C, fibre, B vitamins, iron and calcium and apply the 5-a-day guidance. Compare fruit preservation and forms of peas, and select floury or waxy potatoes for suitable dishes.	**Commodity**: a raw food material or main food group used in cooking. **Micronutrient**: a vitamin or mineral needed in small amounts. **Fibre**: plant material that supports healthy digestion. **5-a-day**: guidance to eat at least five portions of fruit and vegetables. **Tuber**: a swollen underground plant stem or root structure. **Floury potato**: a potato that becomes soft and breaks apart when cooked. **Waxy potato**: a firm potato that holds its shape when cooked.	Year 7 Eatwell Guide and Year 8 macronutrient/micronutrient knowledge, plus familiar fruit and vegetable examples.	Fruit and vegetable classification questions. Nutrient and 5-a-day retrieval. Floury/waxy potato matching and justification. Pea-form comparison and extended explanation.	"Fruit and vegetables are useful because they provide vitamins, minerals and fibre, but they are classified in different ways. Potatoes are tubers and are placed in the starchy-carbohydrate section of the Eatwell Guide rather than counted as a fruit-and-vegetable portion. Choose floury potatoes when a soft, fluffy result is needed and waxy potatoes when the pieces must hold their shape."
Week 3 – Rotation 1 – Practical – Sweet and Sour Chicken (Booklet L3)	Handle raw chicken safely, prevent cross-contamination and prepare onion and pepper using accurate dicing. Measure and combine fruit, vegetable and sauce ingredients and use cornflour to thicken the sauce.	**Cross-contamination**: transfer of harmful microorganisms from one food or surface to another. **Cornflour**: a fine starch used to thicken liquids. **Gelatinisation**: starch absorbing liquid, swelling and thickening	Lesson 2 commodity knowledge; Year 8 raw-meat safety, bridge-and-claw knife skills, weighing and hob control.	Teacher observation of raw-chicken hygiene and knife control. Accuracy of sauce measurements and cornflour use. Heat control, chicken doneness and finished sauce quality. Written explanation of commodity choice and gelatinisation.	"Raw chicken can carry harmful bacteria, so wash hands and clean the knife, board and surfaces before touching other ingredients. Cornflour starch thickens only when it is dispersed in liquid and heated: the granules absorb water, swell and create a thicker sauce. Keep the heat controlled so the sauce thickens without catching and the chicken is cooked through with no pink meat."

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	Control hob heat and simmering so the chicken cooks through and the sauce develops an even, glossy consistency.	when heated. **Simmering**: cooking liquid gently just below boiling. **Hob control**: adjusting heat to cook safely without burning. **Dicing**: cutting food into small, even cubes.			
Week 4 – Rotation 1 – Practical – Banoffee Pie (Booklet L4)	Weigh accurately and make a compact biscuit-crumb base with an even thickness. Use controlled hob heat to make a caramel-style filling from fat, brown sugar and condensed milk. Slice and arrange banana neatly, layer the dessert and chill it so the structure, texture and presentation are stable.	**Caramelisation**: the browning of sugar that develops colour and flavour. **Condensed milk**: milk with water removed and sugar added. **Layering**: arranging ingredients in distinct, even levels. **Enzymic browning**: colour change in cut fruit caused by enzymes and oxygen. **Chilling**: cooling food to slow change and help it set. **Biscuit base**: a compressed mixture of crumbs and fat.	Lesson 2 fruit knowledge; weighing, measuring, hob safety and presentation skills from earlier practical work.	Teacher observation of weighing, crumb-base consistency and hob control. Caramel colour, thickness and safe handling. Fruit handling, even layering and chilled finish. Explanation of how heat and chilling affect quality.	"The sugar must dissolve and the filling must be stirred continuously so it thickens without burning. Too little heat leaves a thin filling; too much heat can make it bitter or catch on the pan. Banana browns after cutting, so prepare it close to assembly. Chilling firms the fat-rich base and filling, helping the layers hold their shape."
Week 5 – Rotation 1 – Cereals, Wheat into Flour and Flour Types (Booklet L5)	Define cereals and explain primary processing and milling from wheat grain to flour. Use extraction rates to compare wholemeal, brown and white flour and link a higher extraction rate to more fibre. Explain fortification and select plain, self-raising, strong bread or gluten-free flour for different products.	**Cereal**: a cultivated grass whose grain is used as food. **Primary processing**: changing a raw food material into an edible ingredient. **Milling**: grinding wheat grain to produce flour. **Extraction rate**: the percentage of the whole grain present in flour. **Fortification**: adding vitamins or minerals to a food. **Gluten**: proteins in wheat that form an elastic network when mixed and worked. **Fibre**: plant material that helps the digestive system work properly.	Lesson 2 fibre and commodity knowledge; Year 8 carbohydrate and wholegrain learning.	Cereal and milling definitions. Extraction-rate matching: wholemeal 100%, brown 85%, white 70%. Fortification explanation. Flour-choice scenarios for cakes, bread and gluten-free products.	"Extraction rate tells us how much of the original grain remains. Wholemeal flour contains the whole grain and therefore more fibre; white flour has much of the bran and germ removed. Because nutrients are lost, white flour is fortified with calcium, iron and B vitamins. Flour choice depends on the product: strong flour for yeast dough, self-raising for quick cakes and gluten-free flour for coeliac-safe recipes."

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Week 6 – Rotation 1 – Practical – Bacon and Cheese Turnovers (Booklet L6)	Handle bacon safely, grate cheese accurately and roll pastry to an even thickness. Portion the filling, fold and seal the turnovers securely and apply an even egg wash. Bake until golden and explain how flour-based pastry, protein-rich filling and egg wash affect the final product.	**Pastry**: a flour-and-fat dough used for baked products. **Filling**: ingredients enclosed inside a product. **Sealing**: joining pastry edges so the filling stays inside. **Egg wash**: beaten egg brushed on pastry for colour and shine. **Protein**: a nutrient needed for growth, repair and maintenance. **Baking**: cooking with dry heat in an oven.	Lesson 5 flour knowledge; Year 8 pastry handling, raw-meat hygiene, weighing and oven safety.	Teacher observation of bacon hygiene and pastry handling. Even rolling, filling, folding and sealing. Egg-wash application and golden bake. Explanation of ingredient functions and product quality.	"Pastry should be rolled evenly so every turnover cooks at the same rate. Keep the filling away from the edges, avoid overfilling and press the joins firmly so steam and melted cheese do not force them open. Egg wash supplies protein and colour-forming components, giving a glossy, golden surface when heated."
Week 7 – Rotation 1 – Practical – Seasonal Biscuits/Cookies (Booklet L7)	Weigh flour, fat and sugar accurately and use the rubbing-in method to create a short biscuit texture. Bind, shape, cut and portion the dough evenly before adding an appropriate seasonal finish. Bake to a pale-golden colour and explain how flour, fat, sugar and handling affect spread, texture and quality.	**Plain flour**: flour without a raising agent already added. **Rubbing-in**: rubbing fat into flour until the mixture resembles crumbs. **Shortening**: fat coating flour particles and limiting gluten development. **Binding**: joining dry ingredients to form a dough. **Portioning**: dividing a mixture into equal amounts. **Sensory qualities**: appearance, aroma, taste and texture.	Lesson 5 flour types; Year 8 weighing, rubbing-in, portioning, shaping and oven control.	Teacher observation of weighing and rubbing-in. Dough consistency, even thickness and portioning. Seasonal appearance and controlled baking. Explanation of shortening and ingredient functions.	"During rubbing-in, fat coats some flour particles and reduces the amount of gluten that can form, creating a short, crumbly texture. Handle the dough only enough to bind it; too much working can make it tough. Equal thickness and size are essential because small biscuits cook faster and may burn before larger ones are ready."
Week 8 – Rotation 1 – Tracking 1 Assessment	Retrieve and apply knowledge from the first commodity block and its linked practical work. Demonstrate understanding of fruit and vegetable classification, potatoes, peas, cereals, milling, extraction rates, fortification and flour choice. Follow assessment instructions and use command words and	**Assessment**: a formal task used to judge knowledge and understanding. **Recall**: bringing learned information back from memory. **Classify**: placing items into the correct groups. **Explain**: giving reasons and making links clear. **Apply**: using knowledge in a new situation. **Evidence**: information	Booklet Lessons 1–7, practical reflections, revision questions and teacher retrieval activities.	Formal one-hour, 50-mark Tracking 1 paper: 20 multiple-choice, 18 short-answer and 12 extended-response marks. Focus: fruit, vegetables, potatoes, peas, cereals, wheat processing, extraction rates, fortification and flour choice. Embedded whole-class-feedback and Secure/Sustain/Stretch pages support corrections and gap analysis.	"Read the command word and mark allocation before writing. For classification, name the exact group. For an explanation, give the fact and then the reason or effect. Use precise terms such as vitamin C, fibre, tuber, milling, extraction rate, fortified and gluten-free, and attempt every question."

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	technical vocabulary accurately.	used to support an answer.			
Week 9 – Rotation 2 – Introduction + Fruit, Vegetables and Potatoes (Booklet L1–2)	Re-establish essential food-room safety, hygiene, washing-up and finished-product routines for the second rotation. Classify fruit, vegetables and potatoes and explain their key nutrients and place within healthy-eating guidance. Identify tubers and select floury or waxy potatoes for appropriate dishes.	**Hygiene**: practices that keep food, equipment and people clean. **Commodity**: a raw food material used in cooking. **Micronutrient**: a vitamin or mineral needed in small amounts. **Fibre**: plant material that supports healthy digestion. **Tuber**: an underground plant structure such as a potato. **Floury potato**: a potato that softens and breaks apart when cooked. **Waxy potato**: a potato that remains firm and holds its shape.	Previous food-room experience and Year 8 nutrition; this is the Rotation 2 starting lesson after half term.	Safety-routine and allergy check. Rapid classification and nutrient baseline. Potato-choice questions and exit ticket. Teacher identifies pupils needing additional practical support.	"This rotation combines the essential safety reset with the first commodity lesson. The routines are non-negotiable: prepare, work cleanly and clear down fully. Fruit and vegetables provide vitamins, minerals and fibre. Potatoes are tubers and belong mainly to the starchy-carbohydrate group; choose floury potatoes for soft results and waxy potatoes when pieces must hold their shape."
Week 10 – Rotation 2 – Practical – Sweet and Sour Chicken (Booklet L3)	Handle raw chicken safely, prevent cross-contamination and prepare onion and pepper using accurate dicing. Measure and combine fruit, vegetable and sauce ingredients and use cornflour to thicken the sauce. Control hob heat and simmering so the chicken cooks through and the sauce develops an even, glossy consistency.	**Cross-contamination**: transfer of harmful microorganisms from one food or surface to another. **Cornflour**: a fine starch used to thicken liquids. **Gelatinisation**: starch absorbing liquid, swelling and thickening when heated. **Simmering**: cooking liquid gently just below boiling. **Hob control**: adjusting heat to cook safely without burning. **Dicing**: cutting food into small, even cubes.	Rotation 2 opening lesson and the relevant Year 8 knowledge; pupils use the same numbered Year 9 booklet sequence as Rotation 1.	Teacher observation of raw-chicken hygiene and knife control. Accuracy of sauce measurements and cornflour use. Heat control, chicken doneness and finished sauce quality. Written explanation of commodity choice and gelatinisation.	"Raw chicken can carry harmful bacteria, so wash hands and clean the knife, board and surfaces before touching other ingredients. Cornflour starch thickens only when it is dispersed in liquid and heated: the granules absorb water, swell and create a thicker sauce. Keep the heat controlled so the sauce thickens without catching and the chicken is cooked through with no pink meat."
Week 11 – Rotation 2 – Practical – Banoffee Pie (Booklet L4)	Weigh accurately and make a compact biscuit-crumb base with an even thickness. Use controlled hob heat to make a caramel-style filling from fat, brown sugar and condensed milk. Slice and arrange banana	**Caramelisation**: the browning of sugar that develops colour and flavour. **Condensed milk**: milk with water removed and sugar added. **Layering**: arranging ingredients in distinct,	Rotation 2 opening lesson and the relevant Year 8 knowledge; pupils use the same numbered Year 9 booklet sequence as Rotation 1.	Teacher observation of weighing, crumb-base consistency and hob control. Caramel colour, thickness and safe handling. Fruit handling, even layering and chilled finish. Explanation of how heat and chilling affect quality.	"The sugar must dissolve and the filling must be stirred continuously so it thickens without burning. Too little heat leaves a thin filling; too much heat can make it bitter or catch on the pan. Banana browns after cutting, so prepare it close to assembly. Chilling firms the fat-rich base and filling, helping the layers hold their shape."

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	neatly, layer the dessert and chill it so the structure, texture and presentation are stable.	even levels. **Enzymic browning**: colour change in cut fruit caused by enzymes and oxygen. **Chilling**: cooling food to slow change and help it set. **Biscuit base**: a compressed mixture of crumbs and fat.			
Week 12 – Rotation 2 – Cereals, Wheat into Flour and Flour Types (Booklet L5)	Define cereals and explain primary processing and milling from wheat grain to flour. Use extraction rates to compare wholemeal, brown and white flour and link a higher extraction rate to more fibre. Explain fortification and select plain, self-raising, strong bread or gluten-free flour for different products.	**Cereal**: a cultivated grass whose grain is used as food. **Primary processing**: changing a raw food material into an edible ingredient. **Milling**: grinding wheat grain to produce flour. **Extraction rate**: the percentage of the whole grain present in flour. **Fortification**: adding vitamins or minerals to a food. **Gluten**: proteins in wheat that form an elastic network when mixed and worked. **Fibre**: plant material that helps the digestive system work properly.	Rotation 2 opening lesson and the relevant Year 8 knowledge; pupils use the same numbered Year 9 booklet sequence as Rotation 1.	Cereal and milling definitions. Extraction-rate matching: wholemeal 100%, brown 85%, white 70%. Fortification explanation. Flour-choice scenarios for cakes, bread and gluten-free products.	"Extraction rate tells us how much of the original grain remains. Wholemeal flour contains the whole grain and therefore more fibre; white flour has much of the bran and germ removed. Because nutrients are lost, white flour is fortified with calcium, iron and B vitamins. Flour choice depends on the product: strong flour for yeast dough, self-raising for quick cakes and gluten-free flour for coeliac-safe recipes."
Week 13 – Rotation 2 – Practical – Bacon and Cheese Turnovers (Booklet L6)	Handle bacon safely, grate cheese accurately and roll pastry to an even thickness. Portion the filling, fold and seal the turnovers securely and apply an even egg wash. Bake until golden and explain how flour-based pastry, protein-rich filling and egg wash affect the final product.	**Pastry**: a flour-and-fat dough used for baked products. **Filling**: ingredients enclosed inside a product. **Sealing**: joining pastry edges so the filling stays inside. **Egg wash**: beaten egg brushed on pastry for colour and shine. **Protein**: a nutrient needed for growth, repair and maintenance. **Baking**: cooking with dry heat in an oven.	Rotation 2 opening lesson and the relevant Year 8 knowledge; pupils use the same numbered Year 9 booklet sequence as Rotation 1.	Teacher observation of bacon hygiene and pastry handling. Even rolling, filling, folding and sealing. Egg-wash application and golden bake. Explanation of ingredient functions and product quality.	"Pastry should be rolled evenly so every turnover cooks at the same rate. Keep the filling away from the edges, avoid overfilling and press the joins firmly so steam and melted cheese do not force them open. Egg wash supplies protein and colour-forming components, giving a glossy, golden surface when heated."

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Week 14 – Rotation 2 – Practical – Christmas/Seasonal Biscuits (Booklet L7)	Weigh flour, fat and sugar accurately and use the rubbing-in method to create a short biscuit texture. Bind, shape, cut and portion the dough evenly before adding an appropriate seasonal finish. Bake to a pale-golden colour and explain how flour, fat, sugar and handling affect spread, texture and quality.	**Plain flour**: flour without a raising agent already added. **Rubbing-in**: rubbing fat into flour until the mixture resembles crumbs. **Shortening**: fat coating flour particles and limiting gluten development. **Binding**: joining dry ingredients to form a dough. **Portioning**: dividing a mixture into equal amounts. **Sensory qualities**: appearance, aroma, taste and texture.	Rotation 2 opening lesson and the relevant Year 8 knowledge; pupils use the same numbered Year 9 booklet sequence as Rotation 1.	Teacher observation of weighing and rubbing-in. Dough consistency, even thickness and portioning. Seasonal appearance and controlled baking. Explanation of shortening and ingredient functions.	"During rubbing-in, fat coats some flour particles and reduces the amount of gluten that can form, creating a short, crumbly texture. Handle the dough only enough to bind it; too much working can make it tough. Equal thickness and size are essential because small biscuits cook faster and may burn before larger ones are ready."
Week 15 – Rotation 2 – Tracking 1 Assessment	Retrieve and apply knowledge from the first commodity block and its linked practical work. Demonstrate understanding of fruit and vegetable classification, potatoes, peas, cereals, milling, extraction rates, fortification and flour choice. Follow assessment instructions and use command words and technical vocabulary accurately.	**Assessment**: a formal task used to judge knowledge and understanding. **Recall**: bringing learned information back from memory. **Classify**: placing items into the correct groups. **Explain**: giving reasons and making links clear. **Apply**: using knowledge in a new situation. **Evidence**: information used to support an answer.	Rotation 2 opening lesson and the relevant Year 8 knowledge; pupils use the same numbered Year 9 booklet sequence as Rotation 1.	Formal one-hour, 50-mark Tracking 1 paper: 20 multiple-choice, 18 short-answer and 12 extended-response marks. Focus: fruit, vegetables, potatoes, peas, cereals, wheat processing, extraction rates, fortification and flour choice. Embedded whole-class-feedback and Secure/Sustain/Stretch pages support corrections and gap analysis.	"Read the command word and mark allocation before writing. For classification, name the exact group. For an explanation, give the fact and then the reason or effect. Use precise terms such as vitamin C, fibre, tuber, milling, extraction rate, fortified and gluten-free, and attempt every question."
Week 16 – Rotation 1 – Meat, Poultry and Eggs (Booklet L9)	Define meat, poultry and eggs and identify the animals from which common products are obtained. Explain the contribution of HBV protein, iron and B vitamins and identify leaner choices. Link animal age and tenderness to cooking methods and explain how eggs bind, set or help mixtures rise.	**Meat**: the muscle tissue of animals used as food. **Poultry**: meat from birds such as chicken, turkey, duck and goose. **Egg**: a protein-rich food that can bind, set or aerate mixtures. **HBV protein**: protein containing all essential amino acids in sufficient amounts. **Iron**: a mineral needed to make haemoglobin and carry oxygen.	First commodity block, Year 8 protein and micronutrient knowledge and Year 7 provenance: grown, reared and caught.	Animal-source matching. Nutrient-function questions. Tender/tough cooking-method scenarios. Egg-function link to Mini Toad in the Hole.	"Meat is muscle tissue; poultry is meat from birds. These foods can provide HBV protein for growth and repair, iron for haemoglobin and B vitamins for energy release. Tenderness is affected by the amount of work a muscle has done and its connective tissue. Younger or tender cuts suit quick dry heat; tougher cuts need slower, moist cooking."

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		B vitamins: vitamins that help release energy and support the nervous system. **Lean meat**: meat with a lower fat content, especially less visible fat.			
Week 17 – Rotation 1 – Practical – Mini Toad in the Hole (Booklet L10)	Handle sausages safely, prevent cross-contamination and pre-cook them before adding the batter. Make a smooth, pourable batter from flour, milk and egg using accurate measuring and mechanical action. Use a hot oven safely and explain how steam, starch and egg coagulation create a risen, set product.	**Batter**: a pourable mixture made from flour, liquid and often egg. **Mechanical action**: physical movement such as whisking or beating. **Coagulation**: protein changing from liquid or soft to solid when heated. **Steam**: water vapour that expands during heating. **Cross-contamination**: transfer of harmful microorganisms between foods or surfaces. **Oven control**: using the correct temperature and timing for safe, even baking.	Lesson 9 meat, poultry and egg knowledge; raw-meat safety, weighing, whisking and oven use.	Teacher observation of sausage hygiene and safe oven use. Batter accuracy, smoothness and consistency. Rise, colour and doneness of the final product. Explanation of ingredient functions and heat effects.	"Whisking disperses the flour and adds some air, but the main rise comes from water turning to steam in the hot oven. The flour provides structure and the egg proteins coagulate, helping the batter set around the expanding bubbles. The oven must be fully hot and the door kept closed so the structure can rise and set before heat is lost."
Week 18 – Rotation 1 – Meat Cuts, Storage and Suitable Cooking Methods (Booklet L11)	Match common meat cuts to the animal and classify them as tender or tough. Explain how connective tissue affects tenderness and select grilling, roasting, stewing, braising or slow cooking appropriately. Store raw meat covered on the bottom shelf at 5°C or below and prevent cross-contamination during preparation.	**Cut**: a section of meat from a particular part of an animal. **Tender**: soft and suitable for quicker cooking. **Tough**: firm and usually needing slower cooking. **Connective tissue**: supporting tissue that can make meat tougher. **Grilling**: cooking with strong direct heat. **Stewing**: slow cooking in liquid over a low heat. **Braising**: browning food, then cooking it slowly in a little liquid.	Lesson 9 meat sources and nutrients; Mini Toad raw-meat safety and temperature control.	Cut-and-method matching tables. Fridge-position and temperature questions. Cross-contamination controls. Brisket scenario requiring a justified method.	"Tender cuts contain less developed connective tissue and can be cooked quickly by grilling or pan-frying. Tougher cuts such as brisket or shin need slow, moist heat so collagen softens and the meat becomes easier to chew. Raw meat belongs covered on the bottom shelf so juices cannot drip onto ready-to-eat food."
Week 19 – Rotation 1 – Eggs, Batter Science and Poultry Food Safety (Booklet L12)	Explain how egg binds, sets and traps air, and describe coagulation when	**Coagulation**: protein changing from liquid or soft to solid when	Lesson 11 meat storage and cooking; Lesson 10 batter making and egg-setting observations.	Ingredient-function table. Egg and batter science true/false questions.	"Egg can bind ingredients, trap air when whisked and set a mixture when heated. Coagulation is the setting stage: protein changes from liquid or soft to

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	egg protein is heated. Describe batter as flour, liquid and often egg, and link ingredient functions to Mini Toad in the Hole and crêpes. Control Salmonella and Campylobacter risks through safe storage, separate equipment, thorough cleaning and complete cooking.	heated. **Aeration**: adding or trapping air to make a mixture lighter. **Batter**: a pourable mixture made from flour, liquid and often egg. **Salmonella**: food-poisoning bacteria associated with raw poultry or eggs. **Campylobacter**: food-poisoning bacteria commonly associated with raw poultry. **Cross-contamination**: transfer of bacteria from raw food to other foods or surfaces.		Raw-chicken storage, preparation and doneness scenario. Processed-meat-product retrieval and exit ticket.	solid. Raw poultry may carry Salmonella or Campylobacter, so keep it covered on the bottom shelf, use separate equipment, clean thoroughly and cook until steaming hot throughout with no pink meat."
Week 20 – Rotation 1 – Practical – Sweet Crêpes (Booklet L13)	Weigh and measure accurately and make a smooth, lump-free batter with a controlled pourable consistency. Use mechanical action to combine the mixture and manage hob heat, spreading and turning safely. Explain how flour starch and egg protein set through gelatinisation and coagulation to form a thin crêpe.	**Crêpe**: a thin pancake cooked in a shallow pan. **Batter**: a pourable mixture of flour, liquid and often egg. **Consistency**: the thickness and flow of a mixture. **Mechanical action**: movement such as whisking that changes a mixture. **Coagulation**: protein setting when heated. **Gelatinisation**: starch absorbing liquid, swelling and thickening when heated. **Hob control**: adjusting heat for safe, even cooking.	Lesson 12 batter and egg science; weighing, measuring, whisking and hob safety.	Teacher observation of batter accuracy and consistency. Safe hob control, even spreading and turning. Colour, thinness and flexibility of crêpes. Explanation of mechanical action, coagulation and gelatinisation.	"A crêpe batter must flow easily but still contain enough flour and egg to set. Whisking disperses lumps and combines the ingredients; resting briefly can allow the flour to hydrate. In the pan, starch gelatinises and egg protein coagulates. Medium heat gives the structure time to set before the surface burns."
Week 21 – Rotation 1 – Tracking 2 Assessment	Retrieve and apply knowledge from the meat, poultry, egg and batter block and its practical work. Demonstrate understanding of nutrients, animal sources, tender and tough cuts, cooking methods, safe	**Assessment**: a formal check of knowledge and application. **Define**: state the exact meaning of a term. **Compare**: identify similarities and differences. **Explain**: give linked reasons or a process.	Booklet Lessons 9–13, Mini Toad and crêpe practicals, revision organiser and teacher retrieval activities.	Formal 30-minute, 50-mark Tracking 2 paper: 20 multiple-choice, 20 short-answer and 10 extended/application marks. Focus: meat and poultry, nutrients, animal sources, cooking methods, food safety, batter functions and coagulation. Embedded whole-class-feedback and	"For meat-method questions, identify whether the cut is tender or tough and link that to the amount of connective tissue. For safety, state where the raw food is stored, how cross-contamination is prevented and how doneness is checked. For batter science, name the ingredient, its function and the change caused by heat."

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	storage, poultry safety and coagulation. Use command words and precise technical vocabulary in short and extended responses.	**Recommend**: suggest a suitable action and justify it. **Apply**: use knowledge in a practical scenario.		Secure/Sustain/Stretch pages support corrections and gap analysis.	
Week 22 – Rotation 2 – Meat, Poultry and Eggs (Booklet L9)	Define meat, poultry and eggs and identify the animals from which common products are obtained. Explain the contribution of HBV protein, iron and B vitamins and identify leaner choices. Link animal age and tenderness to cooking methods and explain how eggs bind, set or help mixtures rise.	**Meat**: the muscle tissue of animals used as food. **Poultry**: meat from birds such as chicken, turkey, duck and goose. **Egg**: a protein-rich food that can bind, set or aerate mixtures. **HBV protein**: protein containing all essential amino acids in sufficient amounts. **Iron**: a mineral needed to make haemoglobin and carry oxygen. **B vitamins**: vitamins that help release energy and support the nervous system. **Lean meat**: meat with a lower fat content, especially less visible fat.	Rotation 2 spring-block learning and secure Year 8 protein, safety and practical routines.	Animal-source matching. Nutrient-function questions. Tender/tough cooking-method scenarios. Egg-function link to Mini Toad in the Hole.	"Meat is muscle tissue; poultry is meat from birds. These foods can provide HBV protein for growth and repair, iron for haemoglobin and B vitamins for energy release. Tenderness is affected by the amount of work a muscle has done and its connective tissue. Younger or tender cuts suit quick dry heat; tougher cuts need slower, moist cooking."
Week 23 – Rotation 2 – Practical – Mini Toad in the Hole (Booklet L10)	Handle sausages safely, prevent cross-contamination and pre-cook them before adding the batter. Make a smooth, pourable batter from flour, milk and egg using accurate measuring and mechanical action. Use a hot oven safely and explain how steam, starch and egg coagulation create a risen, set product.	**Batter**: a pourable mixture made from flour, liquid and often egg. **Mechanical action**: physical movement such as whisking or beating. **Coagulation**: protein changing from liquid or soft to solid when heated. **Steam**: water vapour that expands during heating. **Cross-contamination**: transfer of harmful microorganisms between foods or surfaces. **Oven control**: using the correct temperature and timing for safe, even baking.	Rotation 2 spring-block learning and secure Year 8 protein, safety and practical routines.	Teacher observation of sausage hygiene and safe oven use. Batter accuracy, smoothness and consistency. Rise, colour and doneness of the final product. Explanation of ingredient functions and heat effects.	"Whisking disperses the flour and adds some air, but the main rise comes from water turning to steam in the hot oven. The flour provides structure and the egg proteins coagulate, helping the batter set around the expanding bubbles. The oven must be fully hot and the door kept closed so the structure can rise and set before heat is lost."

YEAR 9 ROTATION GROUPS – CALENDAR DELIVERY					
Lesson / Learning Sequence	**Intended Knowledge**	**Tiered Vocabulary**	**Prior Knowledge**	**Assessment**	**Scripting for the most difficult concepts**
Week 24 – Rotation 2 – Compressed Supply Theory – Meat Cuts, Eggs, Batter Science and Food Safety (Booklet L11–12)	Retrieve tender and tough meat cuts, suitable cooking methods and safe bottom-shelf storage. Explain how egg binds, aerates and coagulates in batters and connect flour, milk and egg to product structure. Apply poultry controls for Salmonella, Campylobacter, cross-contamination and complete cooking.	**Connective tissue**: supporting tissue that can make meat tougher. **Braising**: slow cooking after browning in a little liquid. **Batter**: a pourable mixture of flour, liquid and often egg. **Coagulation**: protein setting when heated. **Campylobacter**: food-poisoning bacteria linked to raw poultry. **Cross-contamination**: transfer of bacteria between foods or surfaces.	Rotation 2 meat-and-poultry lesson and Mini Toad practical; core Year 8 food-safety knowledge.	Rapid cut/method and storage retrieval. Ingredient-function table. Raw-chicken scenario and doneness check. Assessment 2 readiness exit ticket.	"This compressed lesson secures the knowledge needed for the assessment. Tender cuts suit quick dry heat; tough cuts need slow moist cooking so connective tissue softens. Egg binds and then coagulates when heated, while flour and milk create the batter structure and consistency. Raw poultry stays covered on the bottom shelf, is prepared with separate equipment and is cooked until steaming hot with no pink meat."
Week 25 – Rotation 2 – Practical – Sweet Crêpes (Booklet L13)	Weigh and measure accurately and make a smooth, lump-free batter with a controlled pourable consistency. Use mechanical action to combine the mixture and manage hob heat, spreading and turning safely. Explain how flour starch and egg protein set through gelatinisation and coagulation to form a thin crêpe.	**Crêpe**: a thin pancake cooked in a shallow pan. **Batter**: a pourable mixture of flour, liquid and often egg. **Consistency**: the thickness and flow of a mixture. **Mechanical action**: movement such as whisking that changes a mixture. **Coagulation**: protein setting when heated. **Gelatinisation**: starch absorbing liquid, swelling and thickening when heated. **Hob control**: adjusting heat for safe, even cooking.	Rotation 2 spring-block learning and secure Year 8 protein, safety and practical routines.	Teacher observation of batter accuracy and consistency. Safe hob control, even spreading and turning. Colour, thinness and flexibility of crêpes. Explanation of mechanical action, coagulation and gelatinisation.	"A crêpe batter must flow easily but still contain enough flour and egg to set. Whisking disperses lumps and combines the ingredients; resting briefly can allow the flour to hydrate. In the pan, starch gelatinises and egg protein coagulates. Medium heat gives the structure time to set before the surface burns."
Week 26 – Rotation 2 – Tracking 2 Assessment	Retrieve and apply knowledge from the meat, poultry, egg and batter block and its practical work. Demonstrate understanding of nutrients, animal sources, tender and tough cuts, cooking methods, safe storage, poultry safety and coagulation.	**Assessment**: a formal check of knowledge and application. **Define**: state the exact meaning of a term. **Compare**: identify similarities and differences. **Explain**: give linked reasons or a process. **Recommend**: suggest a suitable action and	Rotation 2 spring-block learning and secure Year 8 protein, safety and practical routines.	Formal 30-minute, 50-mark Tracking 2 paper: 20 multiple-choice, 20 short-answer and 10 extended/application marks. Focus: meat and poultry, nutrients, animal sources, cooking methods, food safety, batter functions and coagulation. Embedded whole-class-feedback and Secure/Sustain/Stretch pages support corrections and gap analysis.	"For meat-method questions, identify whether the cut is tender or tough and link that to the amount of connective tissue. For safety, state where the raw food is stored, how cross-contamination is prevented and how doneness is checked. For batter science, name the ingredient, its function and the change caused by heat."

YEAR 9 ROTATION GROUPS – CALENDAR DELIVERY					
Lesson / Learning Sequence	**Intended Knowledge**	**Tiered Vocabulary**	**Prior Knowledge**	**Assessment**	**Scripting for the most difficult concepts**
	Use command words and precise technical vocabulary in short and extended responses.	justify it. **Apply**: use knowledge in a practical scenario.			
Week 27 – Rotation 1 – Milk, Milk Alternatives, Yoghurt and Cheese (Booklet L14)	Explain where milk comes from and compare the nutrients and fat content of common milk types. Distinguish dairy milk from milk alternatives and explain lactose, fortification and reasons for choosing alternatives. Describe pasteurisation, homogenisation and secondary processing into yoghurt, cheese and other milk products.	**Milk**: a nutritious liquid produced by female mammals. **Dairy**: foods and drinks made from animal milk. **Milk alternative**: a non-dairy drink used instead of milk. **Lactose**: the natural sugar found in milk. **Pasteurisation**: heat treatment used to kill harmful bacteria and extend shelf life. **Homogenisation**: breaking up fat globules so cream does not separate. **Secondary processing**: changing an original food into a new food product.	Meat-block protein and micronutrients; Year 8 calcium, food processing, allergens and label awareness.	Milk-source and nutrient questions. Milk-type and alternative comparisons. Pasteurisation/homogenisation multiple choice. Yoghurt, cheese and secondary-processing applications.	"Dairy products come from animal milk; plant drinks are alternatives, not dairy. Pasteurisation uses heat to kill harmful bacteria, while homogenisation changes the physical distribution of fat so cream does not rise. Alternatives may be chosen for lactose intolerance, allergy, vegan diets or preference, and fortification can replace nutrients such as calcium."
Week 28 – Rotation 1 – Practical – Milk Chocolate and Raspberry Cheesecake (Booklet L15)	Make an even biscuit base and melt chocolate gently using a bain-marie. Whisk cream cheese, double cream and sugar to a smooth consistency and fold in raspberries carefully. Chill, set and present the cheesecake neatly while explaining how dairy ingredients and temperature affect quality.	**Dairy**: foods and drinks made from animal milk. **Cream cheese**: a soft, high-moisture cheese used in desserts. **Double cream**: cream with a high fat content that can be whisked. **Bain-marie**: a bowl heated gently over hot water. **Whisking**: beating a mixture to combine it or incorporate air. **Folding**: gently combining ingredients without losing structure. **Setting**: becoming firm enough to hold shape.	Lesson 14 dairy knowledge; Banoffee Pie crumb-base, layering and chilling skills.	Teacher observation of weighing, bain-marie safety and whisking. Base consistency, raspberry folding and even filling. Chilled set, flavour balance and presentation. Explanation of dairy ingredient functions.	"A bain-marie gives indirect heat, reducing the risk of chocolate burning or seizing. Whisk the dairy mixture until smooth and thick enough to hold shape, but avoid overworking it. Fold the raspberries gently so the mixture retains structure. Chilling firms the fat-rich mixture and allows the cheesecake to set before presentation."
Week 29 – Rotation 1 – Practical – Pizza Pin Wheels (Booklet L16)	Use strong flour, yeast, warm water and kneading to make an elastic dough. Allow the dough to prove, then roll, fill, shape and portion the pin wheels	**Yeast**: a microorganism that releases carbon dioxide during fermentation. **Strong flour**: high-protein flour suitable for	Lesson 5 flour types; Lesson 14 cheese and dairy; Year 8 dough shaping, oven control and portioning.	Teacher observation of weighing, dough formation and kneading. Evidence of proving and controlled rolling/shaping. Even portions, bake, colour and cheese melt.	"Strong flour contains more gluten-forming protein. Kneading develops an elastic network that traps carbon dioxide released by yeast. Warmth helps the yeast work, but water that is too hot can kill it. During proving the trapped gas expands the

YEAR 9 ROTATION GROUPS – CALENDAR DELIVERY					
Lesson / Learning Sequence	**Intended Knowledge**	**Tiered Vocabulary**	**Prior Knowledge**	**Assessment**	**Scripting for the most difficult concepts**
	evenly. Control the oven so the dough rises, sets and browns while the cheese melts safely.	yeast dough. **Gluten**: an elastic protein network formed when wheat dough is worked. **Kneading**: working dough to develop gluten. **Proving**: resting yeast dough so gas can expand it. **Commodity**: a raw food material used to make products. **Dairy**: foods made from milk, including cheese.		Explanation of yeast, gluten and oven control.	dough; in the oven, heat expands the gas further and the starch and proteins set the final structure."
Week 30 – Rotation 1 – Food Science – Ice Cream, Honeycomb, Aeration and Caramelisation (Booklet L17)	Explain how whisking traps air in cream and how sugar and freezing affect ice-crystal size and scoopability. Describe caramelisation as the colour and flavour change in heated sugar. Explain how bicarbonate of soda releases carbon dioxide in hot syrup and apply strict safety controls for hot sugar.	**Aeration**: adding or trapping air to make a mixture lighter. **Freezing**: changing liquid water into solid ice. **Ice crystal**: a solid structure formed as water freezes. **Caramelisation**: browning sugar to develop colour and flavour. **Bicarbonate of soda**: an alkaline ingredient that can release carbon dioxide. **Carbon dioxide**: the gas that forms bubbles in honeycomb. **Condensed milk**: milk with water removed and sugar added.	Lesson 14 milk processing and dairy ingredients; Lesson 15 whisking/chilling and Lesson 16 gas-trapping in dough.	Process and ingredient-function tables. Ice-cream troubleshooting scenarios. Honeycomb sequence and safety questions. Extended explanations linking process to texture, colour and flavour.	"Whisking cream traps air, giving ice cream a lighter texture. Sugar lowers the freezing point and helps the product remain softer; rapid, controlled freezing encourages smaller ice crystals. In honeycomb, sugar caramelises to develop amber colour and flavour. Bicarbonate releases carbon dioxide, creating an open structure, but hot sugar can cause severe burns and must be handled only as instructed."
Week 31 – Rotation 1 – Practical/Demo – No-Churn Ice Cream and Honeycomb (Booklet L18)	Whisk cream to aerate it, combine it with condensed milk and freeze the mixture to create a smooth no-churn ice cream. Observe or complete the controlled honeycomb process: dissolve and heat sugar, identify caramelisation and add bicarbonate safely. Evaluate the texture and explain how aeration,	**Aeration**: trapping air in a mixture through whisking. **Caramelisation**: browning sugar to develop colour and flavour. **Bicarbonate of soda**: an ingredient that releases gas in the hot syrup. **Setting**: becoming firm as a product cools or freezes.	Lesson 17 food-science theory; safe weighing, whisking, hob control and teacher-demonstration routines.	Teacher observation of accurate weighing and whisking. Ice-cream consistency before freezing. Safe participation in the honeycomb demonstration. Sensory comparison and written science explanation.	"For ice cream, stop whisking when the cream is thick and holds soft structure; under-whisking gives a dense product and over-whisking can make it grainy. For honeycomb, the syrup must reach an amber caramel colour before the heat is removed. Bicarbonate is stirred in quickly because the gas expands immediately, and the hot mixture must never be touched."

YEAR 9 ROTATION GROUPS – CALENDAR DELIVERY					
Lesson / Learning Sequence	**Intended Knowledge**	**Tiered Vocabulary**	**Prior Knowledge**	**Assessment**	**Scripting for the most difficult concepts**
	freezing, caramelisation and gas production affected the products.	**Sugar syrup**: sugar dissolved and heated in liquid. **Freezing**: changing water in the mixture into ice.			
Week 32 – Rotation 1 – Practical – Lasagne (Booklet L19)	Work in pairs to prepare a safely cooked meat sauce with accurate knife skills, browning and simmering. Make a roux-based béchamel by adding milk gradually and controlling starch gelatinisation. Layer, bake and present the lasagne while using dovetailing, oven control and quality checks.	**Béchamel**: a white sauce made from a roux and milk. **Roux**: a cooked mixture of fat and flour used to start a sauce. **Gelatinisation**: starch swelling and thickening when heated with liquid. **Cross-contamination**: transfer of harmful microorganisms between foods or surfaces. **Layering**: arranging components in repeated, even levels. **Simmering**: cooking liquid gently below boiling. **Dovetailing**: completing another useful task while food cooks.	Lessons 9–18: raw-meat safety, dairy, cheese, sauce thickening, knife skills, hob and oven control.	Teacher observation of teamwork, hygiene, knife control and browning. Smooth béchamel, correct gelatinisation and sauce consistency. Logical layering, oven control and doneness. Finished quality and explanation of meat, starch and dairy functions.	"The meat sauce and béchamel can be prepared at the same time if tasks are divided safely. For béchamel, make the roux, add milk gradually while stirring and heat gently so starch granules absorb liquid and thicken the sauce without lumps. Layer evenly so each portion contains the same balance, then bake until hot throughout and golden on top."
Week 33 – Rotation 1 – Tracking 3 Assessment	Retrieve and apply cumulative Year 9 knowledge with emphasis on milk, dairy, alternatives and the final food-science block. Demonstrate understanding of processing, yeast dough, aeration, freezing, caramelisation and practical safety. Use precise vocabulary and develop explanations that connect ingredients and processes to product quality.	**Assessment**: a formal judgement of knowledge and application. **Interpret**: work out meaning from information or evidence. **Sequence**: place stages in the correct order. **Analyse**: examine information and identify relationships. **Explain**: give a linked process or reason. **Evaluate**: make a supported judgement.	Booklet Lessons 14–19, Tracking 3 revision questions and cumulative retrieval from the earlier commodity blocks.	Formal 30-minute, 50-mark Tracking 3 paper: 20 multiple-choice, 20 short-answer and 10 long-answer marks. Focus: retrieval, milk and dairy, milk alternatives, processing, ice cream, honeycomb, yeast dough and oven control. Embedded whole-class-feedback and Secure/Sustain/Stretch pages support corrections and gap analysis.	"Distinguish dairy milk from plant alternatives. Pasteurisation kills harmful bacteria; homogenisation prevents cream separation. In ice cream, aeration traps air and sugar influences softness and freezing. In honeycomb, caramelisation develops colour and flavour while bicarbonate releases carbon dioxide. For pizza dough, link strong flour, gluten, yeast, proving and oven heat."
Week 34 – Rotation 2 – Milk, Milk Alternatives, Yoghurt and Cheese (Booklet L14)	Explain where milk comes from and compare the nutrients and fat content of common milk types. Distinguish dairy milk	**Milk**: a nutritious liquid produced by female mammals. **Dairy**: foods and drinks made from animal milk.	Rotation 2 summer-block learning and earlier Year 9 commodity, food-science and practical knowledge.	Milk-source and nutrient questions. Milk-type and alternative comparisons. Pasteurisation/homogenisation multiple choice.	"Dairy products come from animal milk; plant drinks are alternatives, not dairy. Pasteurisation uses heat to kill harmful bacteria, while homogenisation changes the physical distribution of fat so cream does not rise. Alternatives may be

YEAR 9 ROTATION GROUPS – CALENDAR DELIVERY					
Lesson / Learning Sequence	**Intended Knowledge**	**Tiered Vocabulary**	**Prior Knowledge**	**Assessment**	**Scripting for the most difficult concepts**
	from milk alternatives and explain lactose, fortification and reasons for choosing alternatives. Describe pasteurisation, homogenisation and secondary processing into yoghurt, cheese and other milk products.	**Milk alternative**: a non-dairy drink used instead of milk. **Lactose**: the natural sugar found in milk. **Pasteurisation**: heat treatment used to kill harmful bacteria and extend shelf life. **Homogenisation**: breaking up fat globules so cream does not separate. **Secondary processing**: changing an original food into a new food product.		Yoghurt, cheese and secondary-processing applications.	chosen for lactose intolerance, allergy, vegan diets or preference, and fortification can replace nutrients such as calcium."
Week 35 – Rotation 2 – Practical – Milk Chocolate and Raspberry Cheesecake (Booklet L15)	Make an even biscuit base and melt chocolate gently using a bain-marie. Whisk cream cheese, double cream and sugar to a smooth consistency and fold in raspberries carefully. Chill, set and present the cheesecake neatly while explaining how dairy ingredients and temperature affect quality.	**Dairy**: foods and drinks made from animal milk. **Cream cheese**: a soft, high-moisture cheese used in desserts. **Double cream**: cream with a high fat content that can be whisked. **Bain-marie**: a bowl heated gently over hot water. **Whisking**: beating a mixture to combine it or incorporate air. **Folding**: gently combining ingredients without losing structure. **Setting**: becoming firm enough to hold shape.	Rotation 2 summer-block learning and earlier Year 9 commodity, food-science and practical knowledge.	Teacher observation of weighing, bain-marie safety and whisking. Base consistency, raspberry folding and even filling. Chilled set, flavour balance and presentation. Explanation of dairy ingredient functions.	"A bain-marie gives indirect heat, reducing the risk of chocolate burning or seizing. Whisk the dairy mixture until smooth and thick enough to hold shape, but avoid overworking it. Fold the raspberries gently so the mixture retains structure. Chilling firms the fat-rich mixture and allows the cheesecake to set before presentation."
Week 36 – Rotation 2 – Practical – Pizza Pin Wheels (Booklet L16)	Use strong flour, yeast, warm water and kneading to make an elastic dough. Allow the dough to prove, then roll, fill, shape and portion the pin wheels evenly. Control the oven so the dough rises, sets and browns while the cheese melts safely.	**Yeast**: a microorganism that releases carbon dioxide during fermentation. **Strong flour**: high-protein flour suitable for yeast dough. **Gluten**: an elastic protein network formed when wheat dough is worked. **Kneading**: working dough to develop gluten. **Proving**: resting yeast dough so gas can expand	Rotation 2 summer-block learning and earlier Year 9 commodity, food-science and practical knowledge.	Teacher observation of weighing, dough formation and kneading. Evidence of proving and controlled rolling/shaping. Even portions, bake, colour and cheese melt. Explanation of yeast, gluten and oven control.	"Strong flour contains more gluten-forming protein. Kneading develops an elastic network that traps carbon dioxide released by yeast. Warmth helps the yeast work, but water that is too hot can kill it. During proving the trapped gas expands the dough; in the oven, heat expands the gas further and the starch and proteins set the final structure."

YEAR 9 ROTATION GROUPS – CALENDAR DELIVERY					
Lesson / Learning Sequence	**Intended Knowledge**	**Tiered Vocabulary**	**Prior Knowledge**	**Assessment**	**Scripting for the most difficult concepts**
		it. **Commodity**: a raw food material used to make products. **Dairy**: foods made from milk, including cheese.			
Week 37 – Rotation 2 – Combined Practical/Demo – No-Churn Ice Cream and Honeycomb (Booklet L17–18)	Learn the key theory while preparing no-churn ice cream and observing the honeycomb demonstration. Explain how aeration, sugar and freezing affect ice-cream texture and how caramelisation develops honeycomb colour and flavour. Identify carbon-dioxide production from bicarbonate of soda and follow strict hot-sugar safety controls.	**Aeration**: trapping air through whisking. **Freezing point**: the temperature at which a liquid begins to freeze. **Caramelisation**: browning sugar to develop colour and flavour. **Bicarbonate of soda**: an ingredient that releases carbon dioxide in the hot syrup. **Carbon dioxide**: the gas that creates honeycomb bubbles. **Sugar syrup**: sugar dissolved and heated to form a concentrated liquid.	Rotation 2 dairy lesson, cheesecake and pizza-pin-wheel practicals; whisking, chilling and heat control.	Teacher questioning during the demonstration. Observation of whisking and ice-cream consistency. Honeycomb sequence and safety check. Written process-to-quality explanation.	"The theory is taught through the practical evidence. Whisking traps air; condensed milk supplies sugar that helps sweetness and softness; freezing forms ice crystals. In honeycomb, sugar first caramelises to an amber colour, then bicarbonate releases carbon dioxide. The hot syrup can cause serious burns, so pupils observe and follow instructions exactly."
Week 38 – Rotation 2 – Practical – Lasagne (Booklet L19)	Work in pairs to prepare a safely cooked meat sauce with accurate knife skills, browning and simmering. Make a roux-based béchamel by adding milk gradually and controlling starch gelatinisation. Layer, bake and present the lasagne while using dovetailing, oven control and quality checks.	**Béchamel**: a white sauce made from a roux and milk. **Roux**: a cooked mixture of fat and flour used to start a sauce. **Gelatinisation**: starch swelling and thickening when heated with liquid. **Cross-contamination**: transfer of harmful microorganisms between foods or surfaces. **Layering**: arranging components in repeated, even levels. **Simmering**: cooking liquid gently below boiling. **Dovetailing**: completing another useful task while food cooks.	Rotation 2 summer-block learning and earlier Year 9 commodity, food-science and practical knowledge.	Teacher observation of teamwork, hygiene, knife control and browning. Smooth béchamel, correct gelatinisation and sauce consistency. Logical layering, oven control and doneness. Finished quality and explanation of meat, starch and dairy functions.	"The meat sauce and béchamel can be prepared at the same time if tasks are divided safely. For béchamel, make the roux, add milk gradually while stirring and heat gently so starch granules absorb liquid and thicken the sauce without lumps. Layer evenly so each portion contains the same balance, then bake until hot throughout and golden on top."

YEAR 9 ROTATION GROUPS – CALENDAR DELIVERY					
Lesson / Learning Sequence	**Intended Knowledge**	**Tiered Vocabulary**	**Prior Knowledge**	**Assessment**	**Scripting for the most difficult concepts**
Week 39 – Rotation 2 – Tracking 3 Assessment	Retrieve and apply cumulative Year 9 knowledge with emphasis on milk, dairy, alternatives and the final food-science block. Demonstrate understanding of processing, yeast dough, aeration, freezing, caramelisation and practical safety. Use precise vocabulary and develop explanations that connect ingredients and processes to product quality.	**Assessment**: a formal judgement of knowledge and application. **Interpret**: work out meaning from information or evidence. **Sequence**: place stages in the correct order. **Analyse**: examine information and identify relationships. **Explain**: give a linked process or reason. **Evaluate**: make a supported judgement.	Rotation 2 summer-block learning and earlier Year 9 commodity, food-science and practical knowledge.	Formal 30-minute, 50-mark Tracking 3 paper: 20 multiple-choice, 20 short-answer and 10 long-answer marks. Focus: retrieval, milk and dairy, milk alternatives, processing, ice cream, honeycomb, yeast dough and oven control. Embedded whole-class-feedback and Secure/Sustain/Stretch pages support corrections and gap analysis.	"Distinguish dairy milk from plant alternatives. Pasteurisation kills harmful bacteria; homogenisation prevents cream separation. In ice cream, aeration traps air and sugar influences softness and freezing. In honeycomb, caramelisation develops colour and flavour while bicarbonate releases carbon dioxide. For pizza dough, link strong flour, gluten, yeast, proving and oven heat."

YEAR 9 ALL-YEAR GROUP – 39-WEEK SEQUENCE					
Lesson / Learning Sequence	**Intended Knowledge**	**Tiered Vocabulary**	**Prior Knowledge**	**Assessment**	**Scripting for the most difficult concepts**
Lesson 1 – Introduction to the Food Rooms – Expectations, Routines and Safety (Booklet L1)	Re-establish the rules, expectations and routines used before, during and after practical work. Apply safe personal preparation, equipment care, washing-up, finished-product labelling and collection procedures. Confirm allergies and dietary requirements and retrieve the practical habits needed for increasingly independent Year 9 work.	**Rules**: guidelines that must be followed. **Expectations**: what students are required to do. **Sanctions**: consequences for not following procedures. **Contract**: an agreement to follow food-room rules. **Dietary requirement**: a food need linked to health, belief, culture or choice. **Hygiene**: practices that keep people, equipment and food clean.	Year 7 and Year 8 food-room routines, mise en place, washing-up, knife and cooker safety and basic food hygiene.	Teacher questioning and discussion. Student contract completed and signed. Allergy and dietary information checked. Short retrieval baseline used to identify support and challenge.	"Year 9 dishes involve more stages, hotter processes and greater independence, but the safety routines do not change. Prepare yourself and the work area before cooking, keep raw and ready-to-eat foods controlled, then wash, dry, return and clean everything fully. Safe routines protect the whole class and make practical work more efficient."
Lesson 2 – Core Block 1 – Fruit, Vegetables and Potatoes (Booklet L2)	Classify fruits and vegetables into recognised groups and identify potatoes as tubers used mainly as a starchy food. Explain the contribution of vitamin C, fibre, B vitamins, iron and calcium and apply the 5-a-day guidance. Compare fruit preservation and forms of peas, and select floury or waxy potatoes for suitable dishes.	**Commodity**: a raw food material or main food group used in cooking. **Micronutrient**: a vitamin or mineral needed in small amounts. **Fibre**: plant material that supports healthy digestion. **5-a-day**: guidance to eat at least five portions of fruit and vegetables. **Tuber**: a swollen underground plant stem or root structure. **Floury potato**: a potato that becomes soft and breaks apart when cooked. **Waxy potato**: a firm potato that holds its shape when cooked.	Year 7 Eatwell Guide and Year 8 macronutrient/micronutrient knowledge, plus familiar fruit and vegetable examples.	Fruit and vegetable classification questions. Nutrient and 5-a-day retrieval. Floury/waxy potato matching and justification. Pea-form comparison and extended explanation.	"Fruit and vegetables are useful because they provide vitamins, minerals and fibre, but they are classified in different ways. Potatoes are tubers and are placed in the starchy-carbohydrate section of the Eatwell Guide rather than counted as a fruit-and-vegetable portion. Choose floury potatoes when a soft, fluffy result is needed and waxy potatoes when the pieces must hold their shape."
Lesson 3 – Practical – Sweet and Sour Chicken (Booklet L3)	Handle raw chicken safely, prevent cross-contamination and prepare onion and pepper using accurate dicing. Measure and combine fruit, vegetable and sauce ingredients and use cornflour to thicken the sauce. Control hob heat and simmering so the chicken	**Cross-contamination**: transfer of harmful microorganisms from one food or surface to another. **Cornflour**: a fine starch used to thicken liquids. **Gelatinisation**: starch absorbing liquid, swelling and thickening when heated. **Simmering**: cooking liquid gently just below	Lesson 2 commodity knowledge; Year 8 raw-meat safety, bridge-and-claw knife skills, weighing and hob control.	Teacher observation of raw-chicken hygiene and knife control. Accuracy of sauce measurements and cornflour use. Heat control, chicken doneness and finished sauce quality. Written explanation of commodity choice and gelatinisation.	"Raw chicken can carry harmful bacteria, so wash hands and clean the knife, board and surfaces before touching other ingredients. Cornflour starch thickens only when it is dispersed in liquid and heated: the granules absorb water, swell and create a thicker sauce. Keep the heat controlled so the sauce thickens without catching and the chicken is cooked through with no pink meat."

YEAR 9 ALL-YEAR GROUP – 39-WEEK SEQUENCE					
Lesson / Learning Sequence	**Intended Knowledge**	**Tiered Vocabulary**	**Prior Knowledge**	**Assessment**	**Scripting for the most difficult concepts**
	cooks through and the sauce develops an even, glossy consistency.	boiling. **Hob control**: adjusting heat to cook safely without burning. **Dicing**: cutting food into small, even cubes.			
Lesson 4 – Practical – Banoffee Pie (Booklet L4)	Weigh accurately and make a compact biscuit-crumb base with an even thickness. Use controlled hob heat to make a caramel-style filling from fat, brown sugar and condensed milk. Slice and arrange banana neatly, layer the dessert and chill it so the structure, texture and presentation are stable.	**Caramelisation**: the browning of sugar that develops colour and flavour. **Condensed milk**: milk with water removed and sugar added. **Layering**: arranging ingredients in distinct, even levels. **Enzymic browning**: colour change in cut fruit caused by enzymes and oxygen. **Chilling**: cooling food to slow change and help it set. **Biscuit base**: a compressed mixture of crumbs and fat.	Lesson 2 fruit knowledge; weighing, measuring, hob safety and presentation skills from earlier practical work.	Teacher observation of weighing, crumb-base consistency and hob control. Caramel colour, thickness and safe handling. Fruit handling, even layering and chilled finish. Explanation of how heat and chilling affect quality.	"The sugar must dissolve and the filling must be stirred continuously so it thickens without burning. Too little heat leaves a thin filling; too much heat can make it bitter or catch on the pan. Banana browns after cutting, so prepare it close to assembly. Chilling firms the fat-rich base and filling, helping the layers hold their shape."
Lesson 5 – Core Block 1 – Cereals, Wheat into Flour and Flour Types (Booklet L5)	Define cereals and explain primary processing and milling from wheat grain to flour. Use extraction rates to compare wholemeal, brown and white flour and link a higher extraction rate to more fibre. Explain fortification and select plain, self-raising, strong bread or gluten-free flour for different products.	**Cereal**: a cultivated grass whose grain is used as food. **Primary processing**: changing a raw food material into an edible ingredient. **Milling**: grinding wheat grain to produce flour. **Extraction rate**: the percentage of the whole grain present in flour. **Fortification**: adding vitamins or minerals to a food. **Gluten**: proteins in wheat that form an elastic network when mixed and worked. **Fibre**: plant material that helps the digestive system work properly.	Lesson 2 fibre and commodity knowledge; Year 8 carbohydrate and wholegrain learning.	Cereal and milling definitions. Extraction-rate matching: wholemeal 100%, brown 85%, white 70%. Fortification explanation. Flour-choice scenarios for cakes, bread and gluten-free products.	"Extraction rate tells us how much of the original grain remains. Wholemeal flour contains the whole grain and therefore more fibre; white flour has much of the bran and germ removed. Because nutrients are lost, white flour is fortified with calcium, iron and B vitamins. Flour choice depends on the product: strong flour for yeast dough, self-raising for quick cakes and gluten-free flour for coeliac-safe recipes."

YEAR 9 ALL-YEAR GROUP – 39-WEEK SEQUENCE					
Lesson / Learning Sequence	**Intended Knowledge**	**Tiered Vocabulary**	**Prior Knowledge**	**Assessment**	**Scripting for the most difficult concepts**
Lesson 6 – Practical – Bacon and Cheese Turnovers (Booklet L6)	Handle bacon safely, grate cheese accurately and roll pastry to an even thickness. Portion the filling, fold and seal the turnovers securely and apply an even egg wash. Bake until golden and explain how flour-based pastry, protein-rich filling and egg wash affect the final product.	**Pastry**: a flour-and-fat dough used for baked products. **Filling**: ingredients enclosed inside a product. **Sealing**: joining pastry edges so the filling stays inside. **Egg wash**: beaten egg brushed on pastry for colour and shine. **Protein**: a nutrient needed for growth, repair and maintenance. **Baking**: cooking with dry heat in an oven.	Lesson 5 flour knowledge; Year 8 pastry handling, raw-meat hygiene, weighing and oven safety.	Teacher observation of bacon hygiene and pastry handling. Even rolling, filling, folding and sealing. Egg-wash application and golden bake. Explanation of ingredient functions and product quality.	"Pastry should be rolled evenly so every turnover cooks at the same rate. Keep the filling away from the edges, avoid overfilling and press the joins firmly so steam and melted cheese do not force them open. Egg wash supplies protein and colour-forming components, giving a glossy, golden surface when heated."
Lesson 7 – Practical – Seasonal Biscuits/Cookies (Booklet L7)	Weigh flour, fat and sugar accurately and use the rubbing-in method to create a short biscuit texture. Bind, shape, cut and portion the dough evenly before adding an appropriate seasonal finish. Bake to a pale-golden colour and explain how flour, fat, sugar and handling affect spread, texture and quality.	**Plain flour**: flour without a raising agent already added. **Rubbing-in**: rubbing fat into flour until the mixture resembles crumbs. **Shortening**: fat coating flour particles and limiting gluten development. **Binding**: joining dry ingredients to form a dough. **Portioning**: dividing a mixture into equal amounts. **Sensory qualities**: appearance, aroma, taste and texture.	Lesson 5 flour types; Year 8 weighing, rubbing-in, portioning, shaping and oven control.	Teacher observation of weighing and rubbing-in. Dough consistency, even thickness and portioning. Seasonal appearance and controlled baking. Explanation of shortening and ingredient functions.	"During rubbing-in, fat coats some flour particles and reduces the amount of gluten that can form, creating a short, crumbly texture. Handle the dough only enough to bind it; too much working can make it tough. Equal thickness and size are essential because small biscuits cook faster and may burn before larger ones are ready."
Lesson 8 – Tracking 1 Assessment – Fruit, Vegetables, Cereals and Flour	Retrieve and apply knowledge from the first commodity block and its linked practical work. Demonstrate understanding of fruit and vegetable classification, potatoes, peas, cereals, milling, extraction rates, fortification and flour choice. Follow assessment instructions and use command words and technical vocabulary accurately.	**Assessment**: a formal task used to judge knowledge and understanding. **Recall**: bringing learned information back from memory. **Classify**: placing items into the correct groups. **Explain**: giving reasons and making links clear. **Apply**: using knowledge in a new situation. **Evidence**: information	Booklet Lessons 1–7, practical reflections, revision questions and teacher retrieval activities.	Formal one-hour, 50-mark Tracking 1 paper: 20 multiple-choice, 18 short-answer and 12 extended-response marks. Focus: fruit, vegetables, potatoes, peas, cereals, wheat processing, extraction rates, fortification and flour choice. Embedded whole-class-feedback and Secure/Sustain/Stretch pages support corrections and gap analysis.	"Read the command word and mark allocation before writing. For classification, name the exact group. For an explanation, give the fact and then the reason or effect. Use precise terms such as vitamin C, fibre, tuber, milling, extraction rate, fortified and gluten-free, and attempt every question."

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		used to support an answer.			
Lesson 9 – Extension Block 1 – Food Provenance, Seasonality and Food Miles	Define provenance, seasonality and food miles and trace selected commodities from source to product. Explain how climate, farming, transport and time of year affect availability, cost, freshness and choice. Evaluate local and imported options using balanced environmental, nutritional and practical evidence.	**Provenance**: where food comes from and how it is produced. **Seasonality**: the time of year when food is naturally harvested or available. **Food miles**: the distance food travels from producer to consumer. **Local produce**: food grown or made near where it is sold. **Sustainability**: meeting present needs while protecting future resources. **Import**: food brought into one country from another.	Lessons 1–8: fruit, vegetables, cereals, flour, practical products and Tracking 1 evidence.	Commodity origin map and grown/reared/caught classification. Seasonal calendar task. Local-versus-imported comparison. Written evaluation using more than one factor.	"Food miles are useful evidence, but distance alone does not decide whether a food is sustainable. Production method, storage, season, packaging and waste also matter. Seasonal local food may be fresher and require less storage, but imports can provide variety and support producers elsewhere. A strong evaluation weighs several factors before reaching a judgement."
Lesson 10 – Practical – Vegetable Samosas or Savoury Pasties	Prepare vegetables safely and accurately and build a well-seasoned filling with controlled moisture. Handle pastry or dough evenly, portion the filling and shape and seal each product securely. Bake to an even colour and link the selected vegetables and spices to provenance, seasonality and sensory quality.	**Filling**: the mixture placed inside a pastry product. **Seasoning**: ingredients added to improve flavour. **Sealing**: closing edges so the filling remains inside. **Dicing**: cutting food into even cubes. **Commodity**: a raw food material used to make a product. **Sensory quality**: a characteristic judged by appearance, aroma, taste or texture.	Lesson 9 provenance/seasonality and core pastry, knife, oven and hygiene skills.	Teacher observation of knife control and filling preparation. Moisture control, seasoning and equal portioning. Shape, seal, bake and finished appearance. Explanation of seasonal or local ingredient choices.	"A filling that is too wet can make pastry soggy and prevent the edges sealing, so cook or drain vegetables as needed and cool the filling before assembly. Use equal portions and keep the edges clean, then press firmly. Seasoning should support the main commodity rather than overpower it."
Lesson 11 – Food Science – Pastry, Shortening and Lamination	Explain how fat creates shortening by coating flour particles and limiting gluten development. Compare shortcrust pastry with laminated pastry and describe how repeated layers of dough and fat are formed. Explain how steam separates layers during baking and apply temperature and handling controls to pastry quality.	**Shortening**: fat coating flour and limiting gluten development. **Lamination**: building repeated layers of dough and fat. **Gluten**: an elastic protein network formed in wheat dough. **Steam**: water vapour that expands between pastry layers. **Resting**: leaving dough so gluten relaxes and fat	Core flour lesson, bacon-and-cheese turnovers and the vegetable pastry practical.	Pastry-method comparison table. Layer-and-steam diagram. Shortening explanation. Troubleshooting warm, tough or poorly risen pastry.	"Shortening and lamination create different structures. In shortcrust, fat coats flour and reduces gluten, giving a tender crumb. In laminated pastry, distinct layers of fat and dough must remain separate; water turns to steam in the oven and pushes the layers apart. Keep pastry cool, handle it lightly and rest it when needed."

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		firms. **Shortcrust pastry**: a crumbly pastry made by rubbing fat into flour.			
Lesson 12 – Practical – Fruit Tartlets or Jam Tarts	Roll pastry to a consistent thickness and line or shape tart cases neatly without stretching. Control the amount and moisture of fruit or jam filling and apply safe, even baking. Finish and present the tartlets using colour, shape and portion consistency as quality criteria.	**Tartlet**: a small open pastry case with a filling. **Lining**: fitting pastry neatly into a tin or mould. **Rolling**: flattening dough to an even thickness. **Shrinkage**: pastry becoming smaller during baking. **Glaze**: a shiny finishing layer applied to food. **Presentation**: the final appearance and arrangement of food.	Lesson 11 pastry science, core fruit knowledge and earlier accurate shaping and baking.	Teacher observation of rolling, lining and portion control. Pastry handling and avoidance of stretching. Filling level, bake, colour and shape. Sensory evaluation and pastry-science explanation.	"Roll from the centre and turn the pastry so the thickness stays even. Do not stretch it into the tin because stretched pastry contracts during baking. Too much wet filling can boil over or soften the base. Consistent cases, controlled filling and an even bake create a professional finish."
Lesson 13 – Product Development – Adapt a Filling for a Target Customer	Interpret a target-customer profile and identify nutritional, dietary, cultural, cost and sensory requirements. Develop an adapted savoury or sweet filling and justify each ingredient or method change. Produce an annotated design specification that can be tested through a practical prototype.	**Target customer**: the intended person or group for a product. **Design specification**: measurable criteria a successful product should meet. **Adaptation**: a deliberate change made to improve suitability. **Dietary requirement**: a food need linked to health, belief or choice. **Sensory qualities**: appearance, aroma, taste and texture. **Justification**: a reason supported by evidence or knowledge.	Core commodity knowledge, provenance, pastry science and practical evaluation vocabulary.	Target-customer needs analysis. Annotated product ideas. Ingredient and method justifications. Peer review against the design specification.	"A modification is only successful when it solves a stated need. Do not simply say 'make it healthier'; identify the customer, the required change and the effect. For example, replacing a high-saturated-fat filling with vegetables and pulses can reduce saturated fat, add fibre and still provide protein. Every decision should link to the specification."
Lesson 14 – Practical – Christmas Cranberry Cookies	Adapt a core biscuit formula using cranberry, citrus or spice while preserving workable ingredient ratios. Use accurate rubbing-in, binding and equal portioning to produce consistent cookies. Create a recognisable seasonal sensory identity and evaluate how the adaptation affected flavour, texture and spread.	**Adaptation**: a deliberate change to ingredients, method or finish. **Cranberry**: a tart red fruit often used in seasonal products. **Flavouring**: an ingredient added to change taste or aroma. **Consistency**: the thickness or firmness of a mixture. **Portioning**: dividing a	Core seasonal cookies, Lesson 13 product development and the pastry/shortening extension.	Teacher observation of accurate adaptation and dough control. Equal sizing and bake consistency. Seasonal presentation and sensory qualities. Evaluation against the target-customer specification.	"Adding fruit, zest or spice changes moisture, flavour and spread, so the core ratio must remain controlled. Distribute additions evenly and portion every cookie to the same size. The seasonal identity should be visible and recognisable, but the product must still meet the texture and flavour requirements in the design specification."

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		mixture into equal amounts. **Sensory profile**: a structured description of appearance, aroma, taste and texture.			
Lesson 15 – Extension Assessment – Commodities, Seasonality and Product Development	Retrieve and apply knowledge from the first core and extension blocks. Demonstrate understanding of provenance, seasonality, food miles, pastry science, target customers and product adaptation. Use evidence to justify commodity and design choices in a written and annotated-product task.	**Assessment**: a task used to judge knowledge and application. **Evaluate**: make a supported judgement. **Justify**: give a reason supported by evidence. **Specification**: criteria a product must meet. **Evidence**: information used to support a conclusion. **Application**: using knowledge in a new situation.	All-Year Lessons 1–14, practical evidence and product-development work.	Department extension assessment using retrieval, short-answer and applied-design questions. Annotated product-development response for a target customer. Teacher marking identifies knowledge gaps and practical/product-development targets.	"Use specific evidence rather than general statements. For provenance or sustainability, consider production, season, transport, storage and waste. For pastry science, link method to structure. For product development, identify the target-customer requirement, state the modification and explain how it improves suitability."
Lesson 16 – Core Block 2 – Meat, Poultry and Eggs (Booklet L9)	Define meat, poultry and eggs and identify the animals from which common products are obtained. Explain the contribution of HBV protein, iron and B vitamins and identify leaner choices. Link animal age and tenderness to cooking methods and explain how eggs bind, set or help mixtures rise.	**Meat**: the muscle tissue of animals used as food. **Poultry**: meat from birds such as chicken, turkey, duck and goose. **Egg**: a protein-rich food that can bind, set or aerate mixtures. **HBV protein**: protein containing all essential amino acids in sufficient amounts. **Iron**: a mineral needed to make haemoglobin and carry oxygen. **B vitamins**: vitamins that help release energy and support the nervous system. **Lean meat**: meat with a lower fat content, especially less visible fat.	Core Block 1, Extension Block 1 and Assessment 1/extension feedback; Year 8 protein knowledge.	Animal-source matching. Nutrient-function questions. Tender/tough cooking-method scenarios. Egg-function link to Mini Toad in the Hole.	"Meat is muscle tissue; poultry is meat from birds. These foods can provide HBV protein for growth and repair, iron for haemoglobin and B vitamins for energy release. Tenderness is affected by the amount of work a muscle has done and its connective tissue. Younger or tender cuts suit quick dry heat; tougher cuts need slower, moist cooking."
Lesson 17 – Practical – Mini Toad in the Hole (Booklet L10)	Handle sausages safely, prevent cross-contamination and pre-cook them before adding the batter. Make a smooth, pourable batter from flour, milk and egg using accurate	**Batter**: a pourable mixture made from flour, liquid and often egg. **Mechanical action**: physical movement such as whisking or beating. **Coagulation**: protein	Lesson 9 meat, poultry and egg knowledge; raw-meat safety, weighing, whisking and oven use.	Teacher observation of sausage hygiene and safe oven use. Batter accuracy, smoothness and consistency. Rise, colour and doneness of the final product.	"Whisking disperses the flour and adds some air, but the main rise comes from water turning to steam in the hot oven. The flour provides structure and the egg proteins coagulate, helping the batter set around the expanding bubbles. The oven must be fully hot and the door kept closed so the structure can rise and set before heat is lost."

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	measuring and mechanical action. Use a hot oven safely and explain how steam, starch and egg coagulation create a risen, set product.	changing from liquid or soft to solid when heated. **Steam**: water vapour that expands during heating. **Cross-contamination**: transfer of harmful microorganisms between foods or surfaces. **Oven control**: using the correct temperature and timing for safe, even baking.		Explanation of ingredient functions and heat effects.	
Lesson 18 – Supply Theory – Meat Cuts, Storage and Suitable Cooking Methods (Booklet L11)	Match common meat cuts to the animal and classify them as tender or tough. Explain how connective tissue affects tenderness and select grilling, roasting, stewing, braising or slow cooking appropriately. Store raw meat covered on the bottom shelf at 5°C or below and prevent cross-contamination during preparation.	**Cut**: a section of meat from a particular part of an animal. **Tender**: soft and suitable for quicker cooking. **Tough**: firm and usually needing slower cooking. **Connective tissue**: supporting tissue that can make meat tougher. **Grilling**: cooking with strong direct heat. **Stewing**: slow cooking in liquid over a low heat. **Braising**: browning food, then cooking it slowly in a little liquid.	Lesson 9 meat sources and nutrients; Mini Toad raw-meat safety and temperature control.	Cut-and-method matching tables. Fridge-position and temperature questions. Cross-contamination controls. Brisket scenario requiring a justified method.	"Tender cuts contain less developed connective tissue and can be cooked quickly by grilling or pan-frying. Tougher cuts such as brisket or shin need slow, moist heat so collagen softens and the meat becomes easier to chew. Raw meat belongs covered on the bottom shelf so juices cannot drip onto ready-to-eat food."
Lesson 19 – Supply Theory – Eggs, Batter Science and Food Safety (Booklet L12)	Explain how egg binds, sets and traps air, and describe coagulation when egg protein is heated. Describe batter as flour, liquid and often egg, and link ingredient functions to Mini Toad in the Hole and crêpes. Control Salmonella and Campylobacter risks through safe storage, separate equipment, thorough cleaning and complete cooking.	**Coagulation**: protein changing from liquid or soft to solid when heated. **Aeration**: adding or trapping air to make a mixture lighter. **Batter**: a pourable mixture made from flour, liquid and often egg. **Salmonella**: food-poisoning bacteria associated with raw poultry or eggs. **Campylobacter**: food-poisoning bacteria commonly associated with raw poultry. **Cross-contamination**: transfer of bacteria from raw food to other foods or surfaces.	Lesson 11 meat storage and cooking; Lesson 10 batter making and egg-setting observations.	Ingredient-function table. Egg and batter science true/false questions. Raw-chicken storage, preparation and doneness scenario. Processed-meat-product retrieval and exit ticket.	"Egg can bind ingredients, trap air when whisked and set a mixture when heated. Coagulation is the setting stage: protein changes from liquid or soft to solid. Raw poultry may carry Salmonella or Campylobacter, so keep it covered on the bottom shelf, use separate equipment, clean thoroughly and cook until steaming hot throughout with no pink meat."

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Lesson 20 – Practical – Sweet Crêpes with Fruit Compote (Booklet L13)	Make smooth, evenly cooked crêpes using accurate batter consistency, mechanical action and hob control. Prepare a fruit compote safely and use gentle heat or reduction to soften fruit and concentrate flavour. Present the components together and explain coagulation, gelatinisation and moisture loss during cooking.	**Crêpe**: a thin pancake cooked in a shallow pan. **Compote**: fruit gently cooked with sugar or liquid. **Reduction**: removing water by simmering to concentrate flavour. **Batter**: a pourable mixture of flour, liquid and often egg. **Coagulation**: protein setting when heated. **Gelatinisation**: starch swelling and thickening when heated with liquid.	Booklet Lesson 12 batter science, fruit commodities, knife skills and safe hob control.	Teacher observation of batter, compote preparation and safe hob use. Crêpe thinness, colour and flexibility. Compote consistency, fruit texture and flavour balance. Explanation of heat effects in both components.	"Control the two components separately. The crêpe batter sets because starch gelatinises and egg protein coagulates. The compote thickens mainly as fruit softens and water evaporates, concentrating flavour. Use moderate heat so the fruit retains some shape and the crêpes cook evenly without burning."
Lesson 21 – Tracking 2 Assessment – Meat, Poultry, Eggs and Food Safety	Retrieve and apply knowledge from the meat, poultry, egg and batter block and its practical work. Demonstrate understanding of nutrients, animal sources, tender and tough cuts, cooking methods, safe storage, poultry safety and coagulation. Use command words and precise technical vocabulary in short and extended responses.	**Assessment**: a formal check of knowledge and application. **Define**: state the exact meaning of a term. **Compare**: identify similarities and differences. **Explain**: give linked reasons or a process. **Recommend**: suggest a suitable action and justify it. **Apply**: use knowledge in a practical scenario.	Booklet Lessons 9–13, Mini Toad and crêpe practicals, revision organiser and teacher retrieval activities.	Formal 30-minute, 50-mark Tracking 2 paper: 20 multiple-choice, 20 short-answer and 10 extended/application marks. Focus: meat and poultry, nutrients, animal sources, cooking methods, food safety, batter functions and coagulation. Embedded whole-class-feedback and Secure/Sustain/Stretch pages support corrections and gap analysis.	"For meat-method questions, identify whether the cut is tender or tough and link that to the amount of connective tissue. For safety, state where the raw food is stored, how cross-contamination is prevented and how doneness is checked. For batter science, name the ingredient, its function and the change caused by heat."
Lesson 22 – Extension Block 2 – Protein Sources, Meat Alternatives, Beans and Pulses	Compare animal and plant protein sources, including beans, pulses, tofu, soya and mycoprotein. Apply HBV, LBV and protein complementation to balanced meals and target-customer needs. Evaluate nutrition, cost, sensory quality and sustainability when replacing or reducing meat.	**Plant protein**: protein supplied by foods such as beans, pulses, nuts and soya. **HBV protein**: protein containing all essential amino acids in sufficient amounts. **LBV protein**: protein low in one or more essential amino acids. **Protein complementation**: combining plant proteins so amino acids complement one another. **Pulse**: the dried edible seed of a legume, such as lentils or beans.	Core meat, poultry and egg block, Tracking 2 evidence and Year 8 protein-complementation knowledge.	Protein-source classification. HBV/LBV and complementation meal task. Meat-alternative comparison table. Justified recommendation for a target customer.	"Plant protein is not automatically incomplete or inferior. Many plant foods are lower in one or more essential amino acids, but eating a varied diet or complementary foods such as beans with bread or rice can provide the full range. Compare alternatives using nutrition, cost, taste, texture, sustainability and suitability rather than one factor alone."

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		Mycoprotein: protein-rich food made from fungal biomass.			
Lesson 23 – Practical – Homemade Burgers with Wedges and Slaw	Select and prepare a suitable meat or meat-alternative protein and season and shape equal patties. Apply raw-meat or allergen controls, cook the burger thoroughly and prepare wedges and slaw safely. Coordinate components so the meal is balanced, well timed and presented with consistent portioning.	**Patty**: a flattened portion of minced or mixed food. **Binding**: holding ingredients together so a shape is maintained. **Seasoning**: ingredients used to improve flavour. **Cross-contamination**: transfer of harmful microorganisms between foods or surfaces. **Doneness**: the point at which food is safely and suitably cooked. **Slaw**: shredded vegetables mixed with a dressing.	Lesson 22 protein alternatives, core meat safety, knife skills, oven and hob control.	Teacher observation of protein handling and equal shaping. Raw-meat/allergen controls and safe doneness. Knife accuracy for wedges and slaw. Timing, balance, presentation and sensory quality.	"Equal thickness matters because a thin burger can dry out while a thick one remains unsafe in the centre. If raw meat is used, keep it separate and clean hands and equipment immediately. If an alternative product is used, check labels and allergens. Coordinate wedges, burger and slaw so hot and cold components are ready together."
Lesson 24 – Food Science – Sauces, Thickening and Reduction	Compare starch gelatinisation in a roux or slurry with thickening by reduction. Explain how liquid, starch, heat and stirring affect viscosity and sauce smoothness. Diagnose thin, lumpy, over-reduced or over-seasoned sauces and recommend precise corrections.	**Sauce**: a flavoured liquid or semi-liquid served with food. **Gelatinisation**: starch absorbing liquid, swelling and thickening when heated. **Roux**: a cooked mixture of fat and flour used to start a sauce. **Slurry**: starch mixed with cold liquid before being added to a hot sauce. **Reduction**: simmering to remove water and concentrate a sauce. **Viscosity**: a measure of how easily a liquid flows.	Lasagne béchamel, sweet-and-sour cornflour sauce, simmering and hob control.	Thickening-method comparison. Gelatinisation sequence. Reduction and flavour-concentration questions. Troubleshooting scenarios.	"Starch thickens because granules absorb water and swell when heated; it must first be dispersed to avoid lumps. Reduction thickens by evaporating water, so flavours and salt also become more concentrated. A sauce that is thin may need more controlled heating or correctly dispersed starch; an over-reduced sauce may need measured liquid added back."
Lesson 25 – Practical – Meringue Nests with Fruit	Separate eggs cleanly and use mechanical action to create and stabilise an egg-white foam. Add sugar gradually, shape or pipe equal nests and bake or dry them at controlled heat. Serve with fruit and explain denaturation, coagulation, aeration and the effect of contamination by fat or yolk.	**Egg foam**: a network of egg-white protein surrounding trapped air. **Aeration**: incorporating air into a mixture. **Denaturation**: protein changing shape due to mechanical action or heat. **Coagulation**: denatured proteins joining and setting. **Stabilisation**: helping a	Egg and batter science, fruit commodities, accurate weighing and oven control.	Teacher observation of separation, whisking and sugar addition. Foam volume, stability and equal piping. Controlled bake/dry and finished texture. Science explanation and sensory evaluation.	"Egg white must be free from yolk and grease because fat interferes with foam formation. Whisking mechanically denatures proteins and traps air; sugar is added gradually to stabilise the foam. Gentle heat removes moisture and coagulates the protein network. High heat can brown or crack the surface before the centre dries."

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		foam retain its structure. **Piping**: forcing a mixture through a nozzle to create a shape. **Meringue**: a baked or dried mixture of whisked egg white and sugar.			
Lesson 26 – Extension Assessment – Protein, Meat Alternatives, Sauces and Food Science	Retrieve and apply the second core and extension blocks. Demonstrate understanding of protein alternatives, safe burger production, sauce thickening, reduction and egg-foam science. Analyse practical scenarios and explain full process-to-outcome chains.	**Assessment**: a formal task used to judge knowledge and application. **Analyse**: examine information and identify relationships. **Compare**: identify similarities and differences. **Explain**: give a linked process or reason. **Recommend**: suggest and justify a suitable action. **Evaluate**: make a supported judgement.	All-Year Lessons 16–25, practical evidence and Tracking 2 assessment feedback.	Department extension paper using retrieval, application and food-science scenarios. Protein-choice and practical-safety recommendation. Sauce and meringue troubleshooting response. Teacher feedback and a precise next-step target.	"For every process question, explain the sequence. In a sauce, state how starch is dispersed, heated, swollen and thickened, or how water is removed by reduction. In meringue, link whisking to denaturation and aeration, sugar to stability and heat to coagulation and drying. For protein choices, justify suitability for the named customer."
Lesson 27 – Core Block 3 – Milk, Milk Alternatives, Yoghurt and Cheese (Booklet L14)	Explain where milk comes from and compare the nutrients and fat content of common milk types. Distinguish dairy milk from milk alternatives and explain lactose, fortification and reasons for choosing alternatives. Describe pasteurisation, homogenisation and secondary processing into yoghurt, cheese and other milk products.	**Milk**: a nutritious liquid produced by female mammals. **Dairy**: foods and drinks made from animal milk. **Milk alternative**: a non-dairy drink used instead of milk. **Lactose**: the natural sugar found in milk. **Pasteurisation**: heat treatment used to kill harmful bacteria and extend shelf life. **Homogenisation**: breaking up fat globules so cream does not separate. **Secondary processing**: changing an original food into a new food product.	All previous Year 9 commodity and food-science learning, including protein, safety and sauce science.	Milk-source and nutrient questions. Milk-type and alternative comparisons. Pasteurisation/homogenisation multiple choice. Yoghurt, cheese and secondary-processing applications.	"Dairy products come from animal milk; plant drinks are alternatives, not dairy. Pasteurisation uses heat to kill harmful bacteria, while homogenisation changes the physical distribution of fat so cream does not rise. Alternatives may be chosen for lactose intolerance, allergy, vegan diets or preference, and fortification can replace nutrients such as calcium."
Lesson 28 – Practical – White Chocolate and Raspberry Cheesecake (Booklet L15)	Make an even biscuit base and melt white chocolate gently using a bain-marie. Whisk cream cheese, double cream and sugar to a smooth consistency and fold in	**Dairy**: foods and drinks made from animal milk. **Cream cheese**: a soft, high-moisture cheese used in desserts. **Double cream**: cream	Lesson 14 dairy knowledge; Banoffee Pie crumb-base, layering and chilling skills.	Teacher observation of weighing, bain-marie safety and whisking. Base consistency, raspberry folding and even filling. Chilled set, flavour balance and presentation.	"White chocolate contains cocoa butter and milk solids, so it must be melted gently over a bain-marie to avoid scorching or seizing. Whisk the dairy mixture until smooth and thick enough to hold shape, then fold the raspberries gently. Chilling

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	raspberries carefully. Chill, set and present the cheesecake neatly while explaining how dairy ingredients, chocolate and temperature affect quality.	with a high fat content that can be whisked. **Bain-marie**: a bowl heated gently over hot water. **Whisking**: beating a mixture to combine it or incorporate air. **Folding**: gently combining ingredients without losing structure. **Setting**: becoming firm enough to hold shape.		Explanation of dairy ingredient functions.	firms the fat-rich mixture and allows the cheesecake to set before presentation."
Lesson 29 – Practical – Pizza Pin Wheels (Booklet L16)	Use strong flour, yeast, warm water and kneading to make an elastic dough. Allow the dough to prove, then roll, fill, shape and portion the pin wheels evenly. Control the oven so the dough rises, sets and browns while the cheese melts safely.	**Yeast**: a microorganism that releases carbon dioxide during fermentation. **Strong flour**: high-protein flour suitable for yeast dough. **Gluten**: an elastic protein network formed when wheat dough is worked. **Kneading**: working dough to develop gluten. **Proving**: resting yeast dough so gas can expand it. **Commodity**: a raw food material used to make products. **Dairy**: foods made from milk, including cheese.	Lesson 5 flour types; Lesson 14 cheese and dairy; Year 8 dough shaping, oven control and portioning.	Teacher observation of weighing, dough formation and kneading. Evidence of proving and controlled rolling/shaping. Even portions, bake, colour and cheese melt. Explanation of yeast, gluten and oven control.	"Strong flour contains more gluten-forming protein. Kneading develops an elastic network that traps carbon dioxide released by yeast. Warmth helps the yeast work, but water that is too hot can kill it. During proving the trapped gas expands the dough; in the oven, heat expands the gas further and the starch and proteins set the final structure."
Lesson 30 – Food Science – Ice Cream, Honeycomb, Aeration and Caramelisation (Booklet L17)	Explain how whisking traps air in cream and how sugar and freezing affect ice-crystal size and scoopability. Describe caramelisation as the colour and flavour change in heated sugar. Explain how bicarbonate of soda releases carbon dioxide in hot syrup and apply strict safety controls for hot sugar.	**Aeration**: adding or trapping air to make a mixture lighter. **Freezing**: changing liquid water into solid ice. **Ice crystal**: a solid structure formed as water freezes. **Caramelisation**: browning sugar to develop colour and flavour. **Bicarbonate of soda**: an alkaline ingredient that can release carbon dioxide. **Carbon dioxide**: the gas	Lesson 14 milk processing and dairy ingredients; Lesson 15 whisking/chilling and Lesson 16 gas-trapping in dough.	Process and ingredient-function tables. Ice-cream troubleshooting scenarios. Honeycomb sequence and safety questions. Extended explanations linking process to texture, colour and flavour.	"Whisking cream traps air, giving ice cream a lighter texture. Sugar lowers the freezing point and helps the product remain softer; rapid, controlled freezing encourages smaller ice crystals. In honeycomb, sugar caramelises to develop amber colour and flavour. Bicarbonate releases carbon dioxide, creating an open structure, but hot sugar can cause severe burns and must be handled only as instructed."

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Lesson / Learning Sequence	**Intended Knowledge**	**Tiered Vocabulary**	**Prior Knowledge**	**Assessment**	**Scripting for the most difficult concepts**
		that forms bubbles in honeycomb. **Condensed milk**: milk with water removed and sugar added.			
Lesson 31 – Practical/Demo – No-Churn Ice Cream and Honeycomb (Booklet L18)	Whisk cream to aerate it, combine it with condensed milk and freeze the mixture to create a smooth no-churn ice cream. Observe or complete the controlled honeycomb process: dissolve and heat sugar, identify caramelisation and add bicarbonate safely. Evaluate the texture and explain how aeration, freezing, caramelisation and gas production affected the products.	**Aeration**: trapping air in a mixture through whisking. **Caramelisation**: browning sugar to develop colour and flavour. **Bicarbonate of soda**: an ingredient that releases gas in the hot syrup. **Setting**: becoming firm as a product cools or freezes. **Sugar syrup**: sugar dissolved and heated in liquid. **Freezing**: changing water in the mixture into ice.	Lesson 17 food-science theory; safe weighing, whisking, hob control and teacher-demonstration routines.	Teacher observation of accurate weighing and whisking. Ice-cream consistency before freezing. Safe participation in the honeycomb demonstration. Sensory comparison and written science explanation.	"For ice cream, stop whisking when the cream is thick and holds soft structure; under-whisking gives a dense product and over-whisking can make it grainy. For honeycomb, the syrup must reach an amber caramel colour before the heat is removed. Bicarbonate is stirred in quickly because the gas expands immediately, and the hot mixture must never be touched."
Lesson 32 – Practical – Cheese and Vegetable Quesadillas	Prepare vegetables accurately and select a balanced filling with controlled moisture and seasoning. Portion, fold and cook quesadillas using safe pan or griddle heat so the tortilla browns and the cheese melts. Evaluate crispness, filling distribution and portion size and link the product to dairy and vegetable commodities.	**Quesadilla**: a filled folded tortilla cooked until hot and crisp. **Melting**: a solid becoming liquid or softer due to heat. **Browning**: colour and flavour development caused by heat. **Conduction**: heat transfer through direct contact. **Portioning**: dividing a mixture into equal amounts. **Commodity**: a raw food material used to make a product.	Dairy and cheese knowledge, knife skills, hob control, balanced-meal planning and sensory evaluation.	Teacher observation of vegetable preparation and filling control. Safe conduction heat and even browning. Cheese melt, crispness and portion consistency. Commodity and sensory-quality explanation.	"Keep the filling dry enough that the tortilla can crisp and use an even layer so the centre heats at the same rate as the edges. Heat moves from the pan into the tortilla by conduction. Moderate heat gives the cheese time to melt before the outside burns. Overfilling makes the product difficult to turn and can leave a cold centre."
Lesson 33 – Tracking 3 Assessment – Milk, Cheese and Dairy Food Science	Retrieve and apply cumulative Year 9 knowledge with emphasis on milk, dairy, alternatives and the final food-science block. Demonstrate understanding of processing, yeast dough, aeration, freezing, caramelisation and practical safety. Use precise vocabulary and develop explanations that	**Assessment**: a formal judgement of knowledge and application. **Interpret**: work out meaning from information or evidence. **Sequence**: place stages in the correct order. **Analyse**: examine information and identify relationships. **Explain**: give a linked	Booklet Lessons 14–19, Tracking 3 revision questions and cumulative retrieval from the earlier commodity blocks.	Formal 30-minute, 50-mark Tracking 3 paper: 20 multiple-choice, 20 short-answer and 10 long-answer marks. Focus: retrieval, milk and dairy, milk alternatives, processing, ice cream, honeycomb, yeast dough and oven control. Embedded whole-class-feedback and Secure/Sustain/Stretch pages support corrections and gap analysis.	"Distinguish dairy milk from plant alternatives. Pasteurisation kills harmful bacteria; homogenisation prevents cream separation. In ice cream, aeration traps air and sugar influences softness and freezing. In honeycomb, caramelisation develops colour and flavour while bicarbonate releases carbon dioxide. For pizza dough, link strong flour, gluten, yeast, proving and oven heat."

YEAR 9 ALL-YEAR GROUP – 39-WEEK SEQUENCE					
Lesson / Learning Sequence	**Intended Knowledge**	**Tiered Vocabulary**	**Prior Knowledge**	**Assessment**	**Scripting for the most difficult concepts**
	connect ingredients and processes to product quality.	process or reason. **Evaluate**: make a supported judgement.			
Lesson 34 – Extension Block 3 – GCSE Taster: Design Brief, Commodity Choice and Research	Interpret a design brief and identify the target customer, required commodity and measurable success criteria. Carry out focused research into nutrition, provenance, seasonality, cost, sensory qualities and suitable dishes. Generate and justify initial ideas using reliable evidence rather than copying a recipe without analysis.	**Design brief**: the instructions and purpose of a design task. **Target customer**: the intended person or group for a product. **Primary research**: information collected directly by the student. **Secondary research**: information collected from existing sources. **Specification**: measurable criteria the product must meet. **Commodity**: a raw food material that forms the focus of a product.	All three core blocks, three tracking assessments, extension work and practical evaluations.	Brief deconstruction and target-customer profile. Research notes with source and relevance. Initial product ideas and annotated justification. Teacher checkpoint before planning.	"Research must answer the brief. Record what the evidence tells you and how it will influence the product. A useful specification is measurable: for example, 'include at least two vegetables', 'cost no more than a set amount' or 'use a high-skill method'. Avoid collecting pages of information that are not used in a decision."
Lesson 35 – Planning – Student-Planned Savoury Commodity Dish	Select a feasible savoury dish that meets the design brief and demonstrates an appropriate range of skills. Produce accurate ingredient and equipment lists and identify hazards with effective control measures. Create a sequenced time plan using mise en place, dovetailing, clean-as-you-go, quality checks and presentation time.	**Time plan**: a schedule showing tasks, order and timings. **Sequencing**: arranging tasks in a logical order. **Dovetailing**: completing useful work while another task cooks. **Mise en place**: preparing ingredients, equipment and the work area. **Hazard**: something with the potential to cause harm. **Control measure**: an action that reduces a risk. **Quality point**: a stage where the product is checked against a standard.	Lesson 34 research and all prior planning, safety, practical and time-management experience.	Teacher checks dish suitability and skill level. Ingredients, equipment, hazards and controls approved. Chronological time plan checked for realistic timings and dovetailing. Presentation and clean-down time included before approval.	"A strong time plan is chronological and specific. Begin with the longest process, preheat early and include exact quality checks. Dovetail by preparing another component or cleaning while food cooks. Build in time for final cooking checks, deliberate presentation and complete washing-up. The plan should help you act independently, not simply list the recipe."
Lesson 36 – Practical – Student-Planned Savoury Commodity Dish	Follow the approved plan to prepare, cook and present the savoury dish independently and safely. Demonstrate controlled technical skills, accurate timing, quality checks and sensible adaptation when needed.	**Independence**: working safely without unnecessary prompts. **Technical skill**: a practical method performed accurately. **Time management**: organising tasks to finish within the available time.	Approved Lesson 35 plan and the complete Year 9 practical-safety and commodity curriculum.	Practical rubric: preparation, hygiene, safety, technical skill, independence, timing and clean-down. Product rubric: doneness, sensory quality, commodity use and presentation. Photographic evidence and teacher observation.	"Use the plan as a working guide and check progress against the times. Adapt calmly if a stage takes longer, but never compromise safety. Check doneness and texture at the planned quality points, present intentionally and keep the work area controlled throughout rather than leaving all cleaning until the end."

YEAR 9 ALL-YEAR GROUP – 39-WEEK SEQUENCE					
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	Photograph the final product and leave the workstation fully cleaned and equipment returned.	**Quality control**: checking a product against required standards. **Presentation**: the final appearance and arrangement of food. **Sensory quality**: appearance, aroma, taste or texture judged by the senses.			
Lesson 37 – Evaluation and Planning – Sensory Analysis, Costing and Sweet Product Planning	Evaluate the savoury product against the specification using precise sensory and practical evidence. Calculate ingredient cost and identify realistic improvements to quality, efficiency or suitability. Select and plan a sweet commodity dish with an approved time plan, hazards, controls and presentation strategy.	**Sensory analysis**: systematic assessment of appearance, aroma, taste and texture. **Descriptor**: a precise word used to describe a sensory quality. **Costing**: calculating the financial cost of ingredients or a product. **Evaluation**: a supported judgement of strengths and improvements. **Specification**: the criteria a product is judged against. **Modification**: a planned change to improve a product.	Lesson 36 practical evidence, original design brief and prior product-development/evaluation work.	Sensory profile using precise descriptors. Specification-by-specification evaluation. Ingredient-cost calculation and value judgement. Teacher approval of sweet-dish plan and safety controls.	"Avoid comments such as 'nice' or 'good'. State the judgement, give evidence and explain the improvement. For example: 'The pastry was uneven, so the edges browned before the centre; next time I will use guides when rolling.' Costing should use the amount actually used, not the whole pack price. The sweet plan must be as detailed and safe as the savoury plan."
Lesson 38 – Practical – Student-Planned Sweet Commodity Dish	Follow the approved sweet-dish plan independently, applying appropriate baking or dessert science. Control allergens, hot sugar, oven or chilling risks and use accurate timing and technical skills. Present and photograph the final product and complete a full clean-down.	**Independent practical**: a task completed safely with minimal prompting. **Process control**: managing time, temperature and technique to achieve quality. **Allergen control**: actions that prevent unsafe allergen exposure. **Setting**: becoming firm through cooling, freezing or protein/starch change. **Aeration**: trapping air to make a mixture lighter. **Presentation**: the deliberate final arrangement of a product.	Approved sweet-dish plan; all Year 9 baking, dairy, fruit, egg, sugar and practical-safety knowledge.	Practical rubric: hygiene, allergen/safety control, accuracy, technical skill, independence and timing. Product rubric: structure, sensory quality, finish and presentation. Photographic evidence and teacher observation.	"Monitor the process rather than following timings blindly. Look for the planned evidence of doneness or setting and adjust only when it is safe and justified. Keep allergen controls in place, handle hot sugar or trays exactly as instructed, and allow enough time for cooling or chilling before the final presentation."
Lesson 39 – Final Assessment / Practical	Review progress across commodities, nutrition, food	**Portfolio**: a selected collection of evidence	The full 39-lesson all-year curriculum, three tracking assessments, extension	Cumulative written knowledge check. Portfolio rubric covering research,	"The portfolio is evidence of the whole process, not only the final photograph. Strong work shows

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Portfolio Review – Progression into KS4 Food	science, safety, practical skills, planning and evaluation. Complete a cumulative knowledge check and curate evidence from the two independent practical tasks. Identify strengths and precise targets for progression into KS4 Food Preparation and Nutrition.	showing progress. **Progression**: development toward more advanced knowledge and skill. **Evidence**: information used to support a judgement. **Reflection**: careful consideration of what happened and why. **Mastery**: secure knowledge or skill that can be applied independently. **Target**: a precise action for future improvement.	assessments and independent practical portfolio.	planning, practical execution, sensory analysis, costing and evaluation. Teacher-student review of strengths and KS4 readiness. Final subject-specific target recorded.	research-informed decisions, safe and efficient planning, controlled practical skills and an evaluation that uses evidence. A useful KS4 target is specific, such as improving sauce consistency, time planning or extended food-science explanations, rather than simply 'get better at cooking'."