Year 9 – Topic Overviews

Intent, Implementation, Impact

Topic 1: Culinary Quest

Intent:
To introduce students to advanced culinary skills, global food cultures, and the principles of food safety in a professional context. This topic aims to develop practical expertise, knowledge of international cuisines, and awareness of seasonal, sustainable, and street foods, while reinforcing ethical and cultural considerations in cooking.

Implementation:
Students begin with HACCP and food safety law, building on previous knowledge from KS3. Practical lessons (Swiss Roll, Thai Green Curry, Seasonal Muffins, Burritos) develop proficiency in baking, cooking, and flavour balancing. Theory lessons focus on food around the world, seasonal ingredients, and street foods, encouraging research, critical thinking, and analysis of cultural and environmental factors. Students are taught to apply sustainability principles, ethical sourcing, and cultural sensitivity alongside practical skills.

Impact:
Students gain confidence in handling complex recipes, applying advanced cooking techniques, and understanding global culinary contexts. They learn to make informed choices about ingredients, consider environmental impact, and respect cultural diversity. Life skills include creativity, adaptability, teamwork, and professionalism in a kitchen setting, preparing them for catering contexts and future GCSE food studies.

Topic 2: Afternoon Tea Project

Intent:
To develop students' ability to plan, design, and execute a complete culinary event, applying both practical and theoretical knowledge. The topic emphasizes creativity, precision, time management, and the cultural significance of food, culminating in an authentic Afternoon Tea experience.

Implementation:
Students start by analysing the project brief and exploring the cultural history of afternoon tea. Practical lessons (Flaky Sausage Rolls, Jam Tarts, Bread Making) develop technical skills in pastry, dough, and baking. Theory and practical lessons on menu planning, dietary considerations, and time management prepare students to coordinate a full event. The final lesson involves executing an Afternoon Tea Event, combining all prior learning in food preparation, presentation, and hospitality.

Impact:
Students consolidate technical cooking skills with project management, teamwork, and event planning abilities. They learn to respect dietary needs, cultural traditions, and presentation standards, producing a high-quality culinary event. Life skills include responsibility, collaboration, creativity, organisation, and attention to detail, reinforcing confidence for GCSE coursework and real-world catering contexts.

Programme Of Study: KS3 - Year 9: The World of Catering

Topic 1: Culinary Quest
Topic 2: Afternoon Tea Project

Year 9: Topic List

Topic 1: Culinary Quest

1. HACCP – FOOD SAFETY LAW
2. Practical: Swiss Roll
3. Food around the world
4. Practical: Thai Green Curry
5. Seasonal Foods
6. Practical: Seasonal Muffins
7. Street Foods
8. Practical: Burrito

Topic 2: Afternoon Tea Project

1. Analysis of Brief/Design Context
2. Practical: Flaky Sausage Rolls
3. Product Analysis
4. Practical: Jam Tarts
5. Planning and designing
6. Theory/ Practical: Bread Making
7. Theory/ Practical: Bread Making
8. Time planning for success
9. Practical Application: Afternoon Tea Event

YEAR 9: The World of Catering								
TOPIC 1: Culinary Quest								
		Topic	Lesson Objective	SMSC	UTV	PREVIOUS LEARNING	ISA	GCSE LINK
FOOD	1	HACCP – FOOD SAFETY LAW	**Knowledge**: Understand the principles of Hazard Analysis and Critical Control Points (HACCP) and recognize the importance of food safety laws in the culinary industry. **Skills**: Identify key principles of HACCP and explain their significance in ensuring food safety. Recognize the role of food safety laws and regulations in maintaining public health standards within the culinary industry	**Spiritual:** Encourage students to appreciate the value of health and well-being, understanding that safe food practices contribute to the nourishment of both the body and the soul. **Moral:** Emphasize the ethical responsibility of ensuring food safety for oneself and others, promoting a sense of duty and care towards the community. **Social:** Foster a culture of responsibility and teamwork in the kitchen, where students look out for one another's safety and well-being during food preparation. **Cultural:** Explore how different cultures prioritize food safety and hygiene in their culinary traditions, recognizing the universality of the value placed on safe food practices.	**Tier 2** HACCP, food safety, regulations, hygiene, cross-contamination, foodborne illnesses, kitchen practices, critical control points **Tier 3** Hazard Analysis and Critical Control Points, food safety laws, food handling procedures, food hygiene standards	Building on food safety concepts taught in Year 7 and Year 8, this lesson introduces Hazard Analysis and Critical Control Points (HACCP) as an advanced food safety system used in the culinary industry. It serves as a continuation of the students' understanding of the importance of safe food practices.		1.4.1 1.4.2 1.4.3 1.4.4

	2	Practical: Swiss Roll	**Knowledge**: Gain knowledge of baking techniques specific to preparing Swiss rolls, including sponge cake preparation and rolling methods. **Skills**: Demonstrate proficiency in baking skills by preparing and presenting a well-executed Swiss roll. Apply techniques learned in mixing, baking, and rolling to produce a high-quality Swiss roll.	**Spiritual:** Encourage students to find joy and fulfilment in the creative process of baking, appreciating the artistry involved in culinary creations. **Moral:** Promote a sense of responsibility and precision in following recipes and measurements accurately, understanding the impact of attention to detail on the final outcome. **Social:** Foster teamwork and cooperation during the practical activity, where students collaborate to ensure the successful preparation and presentation of Swiss rolls. **Cultural:** Explore the historical origins of Swiss rolls and their adaptations in different cultures, acknowledging the diverse culinary heritage behind this dessert.	**Tier 2** Swiss roll, baking, pastry, sponge, fillings, rolling, presentation, precision, recipe, ingredients **Tier 3** Swiss roll preparation, pastry baking, sponge cake, filling techniques, dessert presentation	Students apply basic culinary skills learned in Lesson 1 (safety and hygiene) to create a Swiss roll. Introduction to baking techniques and precise execution prepares students for future practical sessions.		2.2.1 2.2.2 2.3.1 2.3.2 2.3.3 2.4.1 2.4.2
		Food around the World	Knowledge: To understand the five key factors (climate, geography, religion, economy, and culture) that influence what people eat in different countries. Skills: To research and record information about how these factors affect	**Spiritual:** Reflect on how food choices connect people to their environment and heritage. **Moral:** Appreciate ethical considerations in global food consumption, e.g., sustainable sourcing and food security. **Social:** Discuss food customs with peers, fostering understanding and respect for different cultural practices. **Cultural:** Explore diverse culinary traditions worldwide and understand how culture shapes diet.	**Tier 2:** Geography, climate, economy, culture, nutrition, food availability, sustainability **Tier 3:** Global cuisine, cultural food practices,	Builds on previous learning of flavours, spices, and seasonal foods (Lessons 3–5), linking ingredient knowledge to global contexts		2.2.1

			food choices in a specific country using a structured format (Food Passport).		regional dishes, food traditions			
	4	Practical: Thai Green Curry	**Knowledge**: Familiarize oneself with Thai cuisine, including its key ingredients, flavours, and cooking techniques. **Skills**: Prepare a flavourful Thai Green Curry, utilizing traditional Thai ingredients and cooking methods. Develop skills in ingredient preparation, seasoning, and balancing flavours to create an authentic Thai dish.	**Spiritual:** Appreciate the harmony of flavours and textures in Thai cuisine, understanding how the culinary experience can evoke emotions and pleasure. **Moral:** Highlight the importance of respecting cultural ingredients and preparation methods in Thai cuisine, promoting cultural sensitivity and appreciation. **Social:** Foster teamwork during the practical activity, where students collaborate to create an authentic and delicious Thai Green Curry. **Cultural:** Explore the cultural context of Thai Green Curry, recognizing its role as a symbol of Thai culinary tradition.	**Tier 2** Thai cuisine, green curry, aromatic, herbs, spices, coconut milk, flavours, curry paste, ingredients **Tier 3** Thai Green Curry preparation, Thai culinary techniques, Thai curry flavours, authentic Thai recipes	Building on previous practical experience (Swiss Roll), students now apply culinary skills to Thai cuisine, incorporating spices from Lesson 3. Reinforces cooking techniques and flavour combinations.		2.2.1 2.2.2 2.3.1 2.3.2 2.3.3 2.4.1 2.4.2

	5	Seasonal Foods	**Knowledge**: Understand the benefits of consuming seasonal foods, including their impact on the environment, nutritional value, and flavour profiles. **Skills**: Identify seasonal produce and understand their availability and peak seasons. Learn techniques for incorporating seasonal ingredients into culinary creations to enhance flavour and freshness.	**Spiritual**: Encourage students to connect with nature and the cycles of seasons, appreciating the seasonal bounty that nature provides. **Moral**: Emphasize the importance of sustainable food choices and reduced carbon footprint in consuming seasonal produce, promoting responsible food consumption. **Social**: Encourage students to share their family and cultural traditions related to seasonal foods, fostering a sense of community and shared experiences. **Cultural**: Explore how different cultures celebrate seasonal produce and incorporate them into traditional dishes, celebrating the diversity of culinary practices worldwide.	**Tier 2** seasonal produce, environmental impact, sustainability, fresh, local, availability, benefits, seasonal cooking **Tier 3** seasonal ingredients, environmental consciousness, sustainable eating, seasonal recipes	Draws connections between culinary choices and environmental impact, introducing students to sustainable practices. Links to global spice origins (Lesson 3) as some spices are seasonal.		2.1.1 2.1.2 2.2.1
	6	Practical: Seasonal Muffins	**Knowledge**: Gain knowledge of baking techniques for muffin preparation, including ingredient selection and mixing methods. Understand the importance of using seasonal ingredients in baking.	**Spiritual:** Find joy and creativity in using seasonal produce to create delicious muffin recipes, appreciating the connection between food and the changing seasons. **Moral:** Promote mindful ingredient choices that align with the seasonal availability of produce, supporting sustainable food practices. **Social:** Foster teamwork and collaboration during the practical activity, where students	**Tier 2** muffins, seasonal ingredients, baking, creative, recipes, flavours, presentation, diversity, innovation	Students incorporate knowledge of seasonal produce from Lesson 5 into baking, enhancing their creativity and understanding of using fresh ingredients.		2.2.1 2.2.2 2.3.1 2.3.2 2.3.3 2.4.1 2.4.2

			Skills: Create innovative seasonal muffin recipes using fresh seasonal produce. Apply baking skills and creativity to develop muffin recipes that highlight the flavours of seasonal ingredients.	work together to create seasonal muffins using shared resources. **Cultural:** Encourage students to explore how seasonal ingredients are used in various cultural muffin recipes, recognizing the diverse culinary expressions inspired by seasonal produce.	**Tier 3** seasonal muffin creations, baking with seasonal produce, innovative muffin recipes			
	7	Street Foods	**Knowledge**: Understand what street food is, its cultural origins, and the key factors that make it successful, including ingredients, portability, and presentation. **Skills:** Analyse the key features of successful street foods, including ingredients, nutrition, portability, and presentation. Apply design thinking to propose an original street food concept that reflects cultural influences and meets practical constraints such as cost, preparation time, and sustainability.	**Spiritual:** Appreciate the creativity and ingenuity behind street food, reflecting on human resourcefulness. **Moral:** Consider ethical sourcing of ingredients and environmental impact of fast food and packaging. **Social:** Encourage collaboration when designing and presenting street food products, promoting teamwork. **Cultural:** Explore the origins of street foods from different countries and how they reflect cultural identity.	**Tier 2:** Street food, ingredients, presentation, portability, nutrition, sustainability, sensory appeal **Tier 3:** cultural food analysis, recipe design, product development	Builds on prior lessons in Food Passport (Lesson 3) and practical cooking skills (Lessons 2–4)		2.1.1 2.1.2 2.2.1

	8	Practical: Burrito	Knowledge: To understand the cultural origin and typical components of a burrito, and how to make it balanced and nutritious. Skill :To safely and independently prepare, assemble, and present a burrito using key knife skills, portion control, and hygiene practices.					2.2.1 2.2.2 2.3.1 2.3.2 2.3.3 2.4.1 2.4.2
Topic: Afternoon Tea Project								
	1	Analysis of Brief/ Design Context	**Knowledge**: Understand the cultural significance of afternoon tea and analyse the project brief to identify key design elements for creating unique afternoon tea menu creations. **Skills**: Analyse and interpret project briefs to identify design elements. Apply understanding of cultural significance to inform menu creation.	**Spiritual**: Encourage students to reflect on the significance of food in cultural traditions and how it can evoke emotions and memories. Discuss the role of food in celebrations and rituals, including afternoon tea as a social and spiritual gathering. **Moral**: Discuss the ethical considerations of food sourcing and the impact of consumer choices on the environment. Encourage students to consider the environmental implications of their afternoon tea menu designs. **Social**: Promote discussion about how afternoon tea can be a social event, bringing	**Tier 2** cultural significance, traditions, heritage, evolution, requirements, expectations, connections, impact, regions, diversity **Tier 3** afternoon tea, culinary traditions, project brief,	No direct link to previous learning in this curriculum; this lesson sets the context for the final challenge, bringing together the culinary skills and knowledge gained in Part 1.		2.1.1 2.2.1

				people together and strengthening community bonds. **Cultural:** Explore the cultural origins of afternoon tea and its adaptations in different countries, highlighting the diversity of food traditions.	design context, historical context			
	2	Practical: Flaky Sausage Rolls	**Knowledge**: Understand the basic principles of pastry making, including the importance of temperature control and the role of fats in pastry dough. **Skills**: Demonstrate proficiency in pastry preparation techniques, such as dough rolling and folding, to achieve flaky layers. Apply proper filling techniques to ensure even distribution of sausage filling within the pastry.	**Spiritual:** Encourage students to find joy and satisfaction in the process of creating flaky sausage rolls, appreciating the artistry and creativity involved in pastry making. **Moral:** Emphasize the importance of using high-quality and responsibly sourced ingredients when making the sausage rolls. **Social:** Foster teamwork and cooperation during the practical activity, where students work together in groups to create the sausage rolls. **Cultural:** Explore the variations in sausage roll recipes and their cultural significance in different regions.	**Tier 2** pastry skills, techniques, filling, ingredients, preparation, teamwork, collaboration, presentation **Tier 3** flaky sausage rolls, pastry making, sausage filling	Building on the introductory cooking skills in Y7 & 8 and applying them to a new recipe. Students expand their practical expertise in working with pastry dough, enhancing their confidence for more complex pastry applications.		2.2.1 2.2.2 2.3.1 2.3.2 2.3.3 2.4.1 2.4.2

	3	Product Analysis	**Knowledge**: Break down the components of afternoon tea, evaluate tea and food pairings, and analyse renowned afternoon tea menus to inform menu development. **Skills**: Evaluate and select appropriate tea and food pairings for afternoon tea menus. Analyse existing menus to gather inspiration for creative menu development.	**Spiritual:** Encourage students to appreciate the artistry and creativity in the presentation of afternoon tea items, fostering an awareness of the aesthetics in food preparation. **Moral:** Discuss the importance of honest and accurate food labelling, ensuring that consumers can make informed and ethical choices when purchasing ingredients. **Social:** Encourage students to engage in constructive discussions about their food preferences and respect each other's tastes and cultural backgrounds. **Cultural:** Explore the regional variations in afternoon tea components and how they reflect the culinary diversity of different cultures.	**Tier 2** components, evaluate, pairings, renowned, examples, preferences, culinary, diversity. **Tier 3** finger sandwiches, scones, pastries, taste test, afternoon tea menus, analysis report	In Lesson 9 (Practical Application: Afternoon Tea Event), students will apply their understanding of product characteristics from Lesson 3 to make informed decisions about the food items they include in the Afternoon Tea menu. They will analyse the flavours, textures, and presentation of each item based on their previous product analysis, ensuring a diverse and balanced menu.		2.1.1 2.2.1
	4	Practical: Jam Tarts	**Knowledge**: Learn about different types of pastry dough suitable for tart shells, including shortcrust pastry. Understand the importance of proper oven temperature for baking pastry shells. **Skills**: Apply knowledge of pastry dough preparation to create tart shells with	**Spiritual:** Encourage students to find joy and fulfilment in creating delicate and delicious jam tarts, appreciating the artistry in pastry making. **Moral:** Emphasize the importance of using quality ingredients and sustainable practices when making jam tarts. **Social:** Foster teamwork and cooperation during the practical activity, where students collaborate to make the jam tarts. **Cultural:** Explore different types of jam used in jam tarts and how they are associated with various cultural culinary traditions.	**Tier 2** pastry skills, techniques, jam filling, ingredients, preparation, teamwork, collaboration, presentation **Tier 3**	In Lesson 9 (Practical Application: Afternoon Tea Event), students will recognize how their tart-making skills from Lesson 4 played a role in shaping the pastry-based components of the Afternoon Tea menu. The experience gained from Lesson 4 will contribute to the		2.2.1 2.2.2 2.3.1 2.3.2 2.3.3 2.4.1 2.4.2

			appropriate texture and thickness. Select and apply jam fillings, considering flavours and consistency, to create delicious jam tarts.		jam tarts, pastry making, jam fillings	students' confidence in executing tart variations for the event.		
	5	Planning and designing	**Knowledge**: Understand the considerations involved in planning and designing a balanced and creative afternoon tea menu, including dietary requirements, culinary techniques, and creativity. **Skills**: Develop a well-balanced and creative afternoon tea menu, considering dietary restrictions and showcasing culinary creativity. Plan menu items that offer unique twists on classic dishes.	**Spiritual:** Encourage students to find inspiration for their afternoon tea menu from their personal experiences, interests, or nature, fostering a connection between their creativity and food choices. **Moral:** Discuss the importance of considering dietary requirements and food allergies when designing the menu, promoting inclusivity and empathy towards others' needs. **Social:** Encourage teamwork during menu planning, where students collaborate and listen to each other's ideas and perspectives. **Cultural:** Invite students to incorporate elements of different cultures in their afternoon tea menu designs, respecting and celebrating culinary diversity.	**Tier 2** time management, coordination, teamwork, efficient, preparation, execution, hospitality, communication **Tier 3** time plan, Gantt chart, culinary event, effective time management	In Lesson 9 (Practical Application: Afternoon Tea Event), students will refer to their menu planning from Lesson 5 and how it became the blueprint for organizing the Afternoon Tea event. The ideas and concepts generated in this lesson will come to life, highlighting the thoughtfulness in designing the final event.		2.1.1 2.2.1

	6	Theory/ Practical: Bread Making	**Knowledge**: Understand the science behind bread-making processes, including yeast fermentation and gluten development. Learn about different types of bread, including basic loaves and enriched breads. **Skills**: Demonstrate proficiency in bread-making techniques, such as kneading and shaping dough, to achieve desired bread textures. Apply knowledge of ingredient ratios and baking times to produce well-risen and flavourful bread loaves.	**Spiritual:** Reflection on the simplicity and nourishment that bread brings to people's lives, appreciating the role of food in sustaining communities. **Moral:** Encourage responsible use of ingredients and waste reduction in bread making to promote ethical cooking practices. **Social:** Collaboration during the practical activity, where students work together to knead and shape the bread dough. **Cultural:** Appreciate the cultural significance of bread in various culinary traditions and its role in daily meals.	Tier 2 techniques, kneading, shaping, ingredients, baking, teamwork, collaboration, cultural significance **Tier 3** bread making, bread dough, bread shaping, bread baking	In Lesson 9 (Practical Application: Afternoon Tea Event), students will apply the bread-making techniques learned in Lessons 6 and 7 to include various bread-based delicacies in the Afternoon Tea menu. The understanding of yeast-based dough from Lesson 6 will be evident in the quality and variety of bread items prepared for the event.		2.2.1 2.2.2 2.3.1 2.3.2 2.3.3 2.4.1 2.4.2
	7	Theory/ Practical: Bread Making	**Knowledge**: Understand the science behind bread-making processes, including yeast fermentation and gluten development. Learn about different types of bread, including basic loaves and enriched breads.	**Spiritual:** Appreciate the artistry in bread making and the cultural significance of specialty bread in different regions. **Moral:** Discuss responsible sourcing of specialty bread ingredients and sustainable production methods. **Social:** Foster teamwork during the practical activity, where students collaborate to create different types of specialty bread.	**Tier 2** enriched bread, specialty bread, techniques, ingredients, baking, teamwork, collaboration, cultural significance	In Lesson 9 (Practical Application: Afternoon Tea Event), students will continue to build upon the advanced bread-making techniques from Lesson 7, showcasing their expertise in incorporating diverse bread creations into the		2.2.1 2.2.2 2.3.1 2.3.2 2.3.3 2.4.1 2.4.2

			Skills: Demonstrate proficiency in bread-making techniques, such as kneading and shaping dough, to achieve desired bread textures. Apply knowledge of ingredient ratios and baking times to produce well-risen and flavourful bread loaves	**Cultural:** Explore different types of specialty bread from various cultural backgrounds, recognizing the importance of bread in cultural heritage.	**Tier 3** enriched bread, specialty bread, bread variations, cultural bread	Afternoon Tea menu. The practical experience with bread-making will be evident in the flavours and textures of the bread items prepared.		
	8	Time planning for success	**Knowledge**: Understand the importance of effective time management and teamwork in successful food preparation events. **Skills**: Create detailed time plans for afternoon tea events, demonstrating effective time management skills and the ability to coordinate tasks efficiently within a team.	**Spiritual:** Encourage students to reflect on the patience and mindfulness required in preparing food, emphasizing the value of taking time to create a meaningful culinary experience**.** **Moral:** Highlight the significance of food safety and hygiene in ensuring the well-being of others during the event. **Social:** Discuss the importance of effective communication and coordination within the team to manage time efficiently during the event. **Cultural:** Encourage students to be mindful of cultural sensitivities when serving and interacting with guests from diverse backgrounds.	**Tier 2** time management, coordination, teamwork, efficient, preparation, execution, hospitality, communication **Tier 3** time plan, Gantt chart, culinary event, effective time management	In Lesson 9 (Practical Application: Afternoon Tea Event), students will rely on their time planning skills from Lesson 8 to coordinate and manage their tasks efficiently during the execution of the Afternoon Tea Event. The ability to organize time effectively will ensure a smooth and successful event.		2.2.1 2.2.2

	9	Practical Application: Afternoon Tea Event	**Knowledge**: Understand the components of an afternoon tea menu, including sweet and savoury items, and the importance of presentation and timing in a successful event. **Skills**: Apply culinary skills to prepare a variety of sweet and Savory items for an afternoon tea event, including sandwiches, pastries, and desserts. Demonstrate effective time management and teamwork in coordinating food preparation and presentation for the event.	**Spiritual:** Encourage students to take pride in their culinary creations, viewing the event as an opportunity to share their passion for food with others. **Moral:** Emphasize the importance of reducing food waste during the event, promoting responsible consumption and sustainability. **Social:** Encourage students to interact politely and graciously with guests during the event, showcasing their hospitality and social skills. **Cultural:** Celebrate the diversity of afternoon tea menu items and decorations, acknowledging and appreciating the cultural influences in the student's creations.	**Tier 2** culinary skills, teamwork, social gathering, appreciation, presentation, hospitality **Tier 3** culinary preparation, food presentation, hospitality skills, afternoon tea event	In this final lesson, students will draw upon all the previous learning and experiences from Part 1 to create an exquisite Afternoon Tea Event. They will reflect on their culinary journey, recognizing how each lesson (Practical: Flaky Sausage Rolls, Product Analysis, Practical: Jam Tarts, Planning and Designing, Theory/ Practical: Bread Making, Theory/ Practical: Bread Making, and Time Planning for Success) played a vital role in their ability to organize, present, and execute a diverse and culturally enriched Afternoon Tea experience.		2.3.1 2.3.2 2.3.3