**Food Teachers Centre Training Mapping Against** [**Food teaching in Secondary Schools**](https://www.gov.uk/government/publications/food-teaching-in-secondary-schools-knowledge-and-skills-framework)

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|  | **Food Science** | **Food Safety** | **Allergens** | **GCSE**  **Boost** | **NEA Together** | **Food Futures** | **Technicians** |
| 1. Developing professional competence |  |  |  |  |  |  |  |
| * 1. Ensure that they meet national standards for the subject, such as Accreditation in Secondary Food Health and Safety Standards |  | **✓** | **✓** |  |  |  | **✓** |
| * 1. Develop an action plan for professional development |  |  |  | **✓** | **✓** | **✓** | **✓** |
| * 1. Further their professional expertise by selecting appropriate professional development activities | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |
| 2. Taking a whole school approach |  |  |  |  |  |  |  |
| **2.1** Use their expertise to support the whole school approach to food education and the provision and development of policies |  |  | **✓** |  |  | **✓** |  |
| **2.2** Contribute to whole school planning for food education. |  |  | **✓** |  |  | **✓** |  |
| **2.3** Use their food lessons to motivate change in behaviour, such as to influence uptake of school lunch choices by allowing pupils to use food lessons to develop school lunch recipes in collaboration with the catering staff. |  |  |  |  |  | **✓** |  |
| 3. Teaching the curriculum |  |  |  |  |  |  |  |
| **3.1** Develop schemes of work that take into account current educational thinking, best practice, national policies and statutory requirements | **✓** |  |  | **✓** | **✓** | **✓** |  |
| **3.2** Set out a rationale for the scheme of work, including the aims, focus for each school year group, the anticipated starting point and differentiated learning outcomes for pupils, the key skills and knowledge that will be taught and the reason that these have been chosen. |  |  |  | **✓** | **✓** | **✓** |  |
| **3.3** Ensure that the range of food, ingredients and recipes studied come from the major food groups and reflect the recommended guidelines for a healthy diet | **✓** |  | **✓** | **✓** |  | **✓** |  |
| **3.4** Communicate the aims and content of the scheme of work to a range of audiences, including parents/carers, other teachers and the pupils. |  |  |  |  |  | **✓** |  |
| **3.5** Prepare stimulating resources that support effective learning | **✓** |  |  | **✓** | **✓** | **✓** |  |
| **3.6** Articulate and justify the resources that will be required to teach the curriculum effectively, safely and inclusively |  |  |  | **✓** |  | **✓** |  |
| **3.7** Develop an effective support network to provide a rich learning experience for learners, such as local food businesses, local chefs and food experts. | **✓** |  |  |  | **✓** | **✓** |  |
| 4. Managing practical food classes |  |  |  |  |  |  |  |
| **4.1** Use effective classroom systems for managing health and safety (such as cleaning and storage of ingredients and cooked dishes, allergens), resourcing practical work (such as shopping) and maintenance of equipment. Contribute to risk assessments |  |  | **✓** |  |  | **✓** | **✓** |
| **4.2** Act as role models of good practice for food storage, handling, preparing, cooking and serving food and drinks, including the safe use of equipment. | **✓** | **✓** | **✓** |  |  | **✓** | **✓** |
| **4.3** Brief all those that work alongside them in the food classroom in the necessary systems and processes and ensure that these are followed. |  | **✓** | **✓** |  |  | **✓** | **✓** |
| **4.4** Select and demonstrate appropriate teaching strategies during different stages of a practical lesson. | **✓** |  |  |  |  | **✓** |  |
| **4.5** Use effective systems for the safe use of high, medium and low risk ingredients and equipment in the classroom, considering the management of the size of the group activity, positioning and number of equipment, supervision level required, appropriate selection of ingredients and equipment for ability. |  | **✓** | **✓** |  |  |  |  |
| **4.6** Manage a complex range of simultaneous activities within time constraints of lessons, ensuring safe and successful dishes for all pupils, and differentiation and individual progress. | **✓** | **✓** | **✓** | **✓** |  |  | **✓** |
| **4.7** Use effective systems for getting pupils ready to cook, increasing their independence and decision-making skills. |  | **✓** |  |  |  |  |  |
| **4.8** Allow pupils choice and personalisation of cooking activities, encouraging independence and decision-making skills. |  |  |  | **✓** |  | **✓** |  |
| **4.9** Organise safe and successful sensory evaluation processes and sessions. | **✓** |  | **✓** |  |  | **✓** | **✓** |
| **4.10** Manage support staff (technician and/or teaching assistants) effectively. |  |  |  |  |  | **✓** | **✓** |
| 5. Teaching food preparation and cooking |  |  |  |  |  |  |  |
| **5.1** Demonstrate a high level of competence in a wide range of food skills for effective learning. | **✓** |  |  | **✓** |  | **✓** | **✓** |
| **5.2** Explain how and why food is cooked and the functional properties of ingredients, to build up scientific understanding that underpins key food preparation and cooking processes. | **✓** |  |  |  |  | **✓** |  |
| **5.3** Select and use an appropriate range of small hand and electrical equipment, safely and efficiently. |  |  |  |  |  | **✓** | **✓** |
| **5.4** Choose ingredients, taking into account their nutritional, functional and sensory properties, in addition to other factors (such as cost, seasonality, sustainability). | **✓** |  | **✓** |  |  | **✓** |  |
| **5.5** Apply skills and understanding to plan, prepare and cook dishes/menus safely and hygienically for a healthy, varied diet. |  | **✓** |  |  |  |  |  |
| **5.6** Review and make improvements to recipes to meet specific needs/requirements. |  |  |  | **✓** |  | **✓** |  |
| **5.7** Broaden food experiences, such as trying new ingredients and dishes. | **✓** |  | **✓** | **✓** |  | **✓** |  |
| 6. Designing, making and evaluating food |  |  |  |  |  |  |  |
| **6.1** Exploit appropriate research strategies for food, including those from industrial practice, for example the study of different cultures, lifestyle and dietary analysis to understand consumer needs. | **✓** |  |  | **✓** |  | **✓** |  |
| **6.2** Use a range of appropriate creative and innovative strategies to develop original menus, dishes and recipes. | **✓** |  |  | **✓** |  | **✓** |  |
| **6.3** Select from and use a wider, more complex range of ingredients, taking into account their functional properties. | **✓** |  |  | **✓** |  | **✓** |  |
| **6.4** Analyse the work of past and present food professionals to develop and broaden their understanding and experience of cooking and nutrition. |  |  |  | **✓** |  | **✓** |  |
| **6.5** Taste, evaluate and refine their ideas and dishes against specified needs, taking into account the views and requirements of the intended consumer. |  |  |  | **✓** |  | **✓** |  |
| 7. Promoting and applying nutrition |  |  |  |  |  |  |  |
| **7.1** Apply current healthy eating advice, and understanding of people’s needs, to develop diets for different individuals. |  |  |  | **✓** |  | **✓** |  |
| **7.2** Define and demonstrate how to apply the principles of nutrition; that food and drinks provide energy and nutrients in different amounts; that they have important functions in the body; and that people require different amounts during their life and the implications of dietary excess or deficiency. |  |  |  | **✓** |  | **✓** |  |
| **7.3** Discuss the importance of energy balance and how to maintain a healthy weight throughout life. |  |  |  |  |  | **✓** |  |
| **7.4** Demonstrate how to analyse a diet and make improvements |  |  | **✓** |  |  | **✓** |  |
| **7.5** Perform nutritional analysis and use the results to plan recipes, meals and diets |  |  |  |  |  |  |  |
| **7.6** Promote the benefits of a healthy diet and active lifestyle throughout their teaching. |  |  |  |  |  | **✓** |  |
| 8. Applying aspects of consumer awareness |  |  |  |  |  |  |  |
| **8.1** Examine where and how a variety of ingredients are grown, reared, caught, and processed, and consider sustainability and the impact of different choices on the environment. |  |  |  |  |  | **✓** |  |
| **8.2** Describe how preparation and cooking affects the sensory and nutritional properties of the ingredients | **✓** |  |  |  |  |  |  |
| **8.3** Recognise the wide range of factors involved in food and drink choice, including influences such as preference, ethical belief, availability, season, need, cost, packaging, food provenance, culture, religion, allergy/intolerance, advertising, body image and peer pressure. | **✓** |  | **✓** | **✓** |  | **✓** |  |
| **8.4** Demonstrate how to make informed choices to achieve a healthy, balanced diet (such as by using food labels, ingredients lists, nutrition information and health claims). |  |  | **✓** |  |  | **✓** |  |
| **8.5** Explore a range of ingredients and processes from different culinary traditions, know their distinctive features and characteristics (traditional and modern variations of recipes, cooking methods, presentation and eating patterns) and demonstrate how to use this to inspire new ideas or modify existing recipes. |  |  |  | **✓** |  | **✓** |  |
| **8.6** Explain how taste receptors and the olfactory system work and how sensory perception guides the choices that people make. Set up sensory panels to analyse and evaluate food. | **✓** |  |  |  |  |  |  |
| 9. Implementing good food safety and hygiene |  |  |  |  |  |  |  |
| **9.1** Demonstrate and apply the principles of cleaning, preventing cross contamination, safe storage of food including chilling, cooking food thoroughly and reheating food until it is steaming hot. |  | **✓** | **✓** |  |  | **✓** | **✓** |
| **9.2** Apply food safety information on food labels when buying, storing and consuming food and drinks. |  | **✓** | **✓** |  |  | **✓** |  |
| **9.3** Describe food poisoning and its symptoms and undertake preventative measures to reduce the risk of illness through bacterial contamination and multiplication. |  | **✓** |  |  |  | **✓** |  |
| **9.4** Recognise common allergens and demonstrate how to take preventative measures to reduce the risk of contamination and allergic reaction. |  | **✓** | **✓** |  |  | **✓** |  |
| **9.5** Understand the importance of good food safety and hygiene including knowing how to get ready to cook (such as having hair tied back, removing jewellery and nail varnish, thoroughly washing and drying hands before and after handling food, and wearing a clean apron). |  | **✓** | **✓** |  |  | **✓** | **✓** |
| **9.6** Model exemplary practical skills and food safety and hygiene processes, including personal hygiene. |  | **✓** | **✓** |  |  | **✓** | **✓** |