

Food Technology progression chart (age 5-11 years)

What should primary school pupils know about healthy eating, cooking and where food comes from?



A progression chart of knowledge and skills for pupils aged 5-11 years to support teaching and learning about healthy eating, cooking and where food comes from across the UK.

This progression chart has been developed by the British Nutrition Foundation to support food teaching in the UK. The chart is based on the key learning objectives from the *Food - a fact of life* website (but, to support progression, provides a more detailed breakdown of the stages of learning) and is linked to primary school curricula in England, Northern Ireland, Scotland and Wales. Consideration is also given to the *Core competences for children and young people aged 5-16 years* (2016) and other food teaching guidance documents, and bodies, from around the UK, e.g. *Food teaching in primary schools: A framework of knowledge and skills* (Public Health England, 2015), *Characteristics of good practice in teaching food and nutrition education in primary schools* (2020).

The statements in **bold** font provide a summary of the learning which will be delivered by the 'I can/know' statements.

Healthy eating progression chart

	5-6 years	6-7 years	7-8 years	8-9 years	9-10 years	10-11 years
Healthy eating	Food and water are need for life.	The Eatwell Guide basics.	The Eatwell Guide around the world.	The Eatwell Guide proportions.	Energy from food and drink.	Nutrients, water and fibre.
	<p>We need food and drink to stay alive.</p> <p>I know that people need food and drink to stay alive.</p> <p>I know that food and drink help me to grow, be active and stay healthy.</p> <p>I know we need more of some foods than others.</p> <p>I know that everyone should eat at least 5 portions of fruit and vegetables every day.</p> <p>I can talk about foods I like and dislike and explain why.</p> <p>I know that we eat different foods depending on the time of day, occasion and our lifestyle.</p>	<p>We need a variety and balance of food (and drinks) to stay healthy, as depicted in the Eatwell Guide</p> <p>I recognise the Eatwell Guide as a model which shows me how to eat healthily.</p> <p>I can sort a selection of foods into the five Eatwell Guide food groups.</p> <p>I can put together a simple, balanced meal (and include a drink) by choosing foods from the Eatwell Guide.</p> <p>I know that different people eat or avoid certain foods for different reasons and I can give some of these reasons, e.g. allergy, intolerance, religious belief.</p>	<p>People around the world choose and combine different foods and drinks to make meals and snacks.</p> <p>I know that what people around the world eat depends on reasons such as availability, preference, resources, time, culture and religion.</p> <p>I know that what is eaten in different countries around the world can look different but it usually includes combinations of foods from the same the Eatwell Guide groups.</p> <p>I know that the word 'diet' means the amount and range of food eaten.</p> <p>I know that a variety and balance of food and drink is needed to make a healthy diet.</p> <p>I know that I need to have 6-8 drinks a day and more if it is hot or I am active.</p>	<p>We need to eat foods in the proportions shown by the Eatwell Guide (as well as eating a variety of foods from within the groups) to have a healthy diet.</p> <p>I understand that the different proportions of the Eatwell Guide reflect the proportions of foods which should be eaten from each group.</p> <p>I can identify and classify ingredients in composite dishes according to the Eatwell Guide food groups.</p> <p>I can use the Eatwell Guide model and messages to help me make healthy choices and plan healthy meals and menus for myself and others.</p> <p>I know that different factors can affect our food choices and I can give some examples of these. E.g. availability, cost, advertising, pressure.</p>	<p>Food (and some drinks) provide energy for the body so we can be active and stay healthy.</p> <p>I know that different types of food provide different amounts of energy.</p> <p>I know that energy provided by food and drink is measured in kilojoules (metric) and kilocalories (imperial).</p> <p>I know that different amounts of food (portions) provide different amounts of energy.</p> <p>I know that it is important to be aware of portion size when choosing food and drinks.</p> <p>I know that different amounts of energy are needed by the body for different activities.</p> <p>I know that different people need different amounts of energy.</p> <p>I know that to be healthy, energy balance should be achieved (over a period of time).</p>	<p>Nutrients, water and fibre are needed for health and are acquired by eating a variety of foods.</p> <p>I understand that I need the nutrients - carbohydrate, protein, fat, vitamins and minerals - as well as fibre and water to be healthy.</p> <p>I know that energy is provided by the nutrients carbohydrate, protein and fat.</p> <p>I know that all food and drink provide nutrients.</p> <p>I know that most foods and drinks contain a main nutrient but they will also contain other nutrients in smaller amounts.</p> <p>I know that some foods provide fibre which is not digested but helps to keep the digestive system healthy.</p> <p>I know that the body needs water to stay alive and that this can be found in drinks and in foods.</p> <p>I know that the amount of energy and nutrients provided by food or drink depends on the amount (portion) eaten.</p> <p>I can explain the basic function of each nutrient (carbohydrate, protein, fat, vitamins and minerals).</p> <p>I can say the main nutrient/s provided by each Eatwell Guide food group.</p> <p>I can identify and interpret the nutrition panel on food packaging and use it to help me make food choices.</p>

Cooking progression chart

Cooking	5-6 years	6-7 years	7-8 years	8-9 years	9-10 years	10-11 years
Ingredients	There are a variety of ingredients that can be used for cooking in the UK and around the world.					
	<p>I can recognise and name a basic range of ingredients.</p> <p>E.g.</p> <ul style="list-style-type: none"> • Cheese • Flour • Bread • Spread • Eggs • Milk • Yogurt • Fruit - bananas, strawberries, peaches • Salad - lettuce, cucumber, tomato 		<p>I can recognise and name an increasing range of ingredients.</p> <p>E.g.</p> <ul style="list-style-type: none"> • Onions • Peppers • Herbs - basil • Tomato puree • Pulses – kidney beans, chickpeas • Apricots • Courgettes • Baking powder 		<p>I know that there are a vast range of ingredients used around the world and I can name some of these.</p> <p>E.g.</p> <ul style="list-style-type: none"> • Lemon grass • Papaya • Bean sprouts • Plantain • Lentils • Gram flour • Coconut 	
	<p>I can give examples of ingredients that come from shops, markets and can be grown at home.</p>	<p>I can explain where to find different ingredients in a shop.</p> <p>E.g.</p> <ul style="list-style-type: none"> • Cheese, milk, yogurt – in a refrigerator or chilled area • Canned peaches, bread, dried pasta – shelves • Frozen peas or fish – freezers 		<p>I can describe (and demonstrate) how to grow some foods.</p> <p>E.g.</p> <ul style="list-style-type: none"> • Cress • Potatoes • Tomatoes 		
	<p>I can give examples of how ingredients need to be prepared before they are eaten.</p> <p>E.g.</p> <ul style="list-style-type: none"> • Apple - washed • Banana, Satsuma- peeled • Potato – peeled and cooked 				<p>I know that ingredients are prepared differently depending on culture, county, custom and religion.</p> <p>E.g.</p> <ul style="list-style-type: none"> • Sushi - fish prepared and eaten raw • Jewish dietary law – not to prepare or eat dairy products or meat in together • Chinese stir fries - cooked in a hot wok 	
Tasting	<p>I am willing to taste different ingredients and say what I think of them.</p>	<p>I am willing to taste different ingredients and can describe them using sensory vocabulary.</p> <p>E.g.</p> <ul style="list-style-type: none"> • Aroma (smell) –fruity • Taste – sweet 	<p>I try ingredients purposefully to determine which is most appropriate for the dish I am making.</p> <p>I use increasing descriptive sensory vocabulary to describe the ingredients I taste.</p>			

		<ul style="list-style-type: none"> • Texture - bumpy 	<ul style="list-style-type: none"> • Aroma (smell) – savoury • Taste – bitter • Texture – flaky
Equipment	There are lots of different pieces of equipment used in cooking, some of which have special jobs.		
	<p>I can name a <u>basic range</u> of cooking equipment and explain what it does. E.g.</p> <ul style="list-style-type: none"> • Bowl (mixing) • Spoon (mixing) • Fork • Knife (butter/table) • Rolling pin • Cutters • Weighing scales • Chopping board • Grater • Saucepan • Cake tin 	<p>I can name an <u>increasing range</u> of cooking equipment and explain what it does. E.g.</p> <ul style="list-style-type: none"> • Baking tray • Muffin tray • Garlic press • Peeler • Vegetable knife • Whisk • Measuring spoons • Blender • Colander • Sieve 	<p>I can name an <u>extended range</u> of cooking equipment which I may not have used before and explain its function and how it is designed for its purpose. E.g.</p> <ul style="list-style-type: none"> • Palette knife • Fish slice • Wok • Pastry brush • Icing pipe/bag • Bread maker <p>I can select the most appropriate equipment for what I am making.</p>
	I can <u>use a basic range</u> of equipment.	I can <u>use an increasing range</u> of equipment.	I can <u>use an extended range</u> of cooking equipment with growing accuracy and confidence.
Skills	There are a number of basic food skills which enable us to cook a variety of dishes.		
	<p>I can name and use a range of basic cooking skills with support. E.g.</p> <ul style="list-style-type: none"> • Peel (with a peeler) • Mix (with increasing thoroughness) • Spread (soft ingredients) • Measure (with measuring spoons) • Snip with kitchen scissors • Grate (soft foods like cheese) • Shape • Crush (soft fruit with a potato masher) • Juice (juicer) • Cut out with cutters • Spoon ingredients (in to different containers) • Arrange • Thread (soft foods onto a cocktail stick, e.g. strawberries, satsuma segments) • Sift (flour into a bowl) 	<p>I can name and use a range of cooking skills with increasing competence. E.g.</p> <ul style="list-style-type: none"> • Peel (with a peeler) • Mix (thoroughly) • Spread (evenly over food) • Measure (with measuring jug, scales) • Snip with kitchen scissors (with greater control) • Grate (firmer foods like carrots) • Shape (with greater precision) • Press (garlic press) • Cut out with cutters (positioning carefully to avoiding wasting ingredients) • Spoon ingredients (using two spoons) • Arrange (in an attractive way) • Thread (medium resistance foods onto a kebab stick, e.g. mushrooms, courgettes) • Crack an egg • Cut (soft foods with table knife progressing to firmer foods** with a vegetable knife) using: <ul style="list-style-type: none"> -Fork secure -Claw grip 	<p>I can name and use a range of cooking skills with confidence and accuracy to prepare increasingly challenging ingredients. E.g.</p> <ul style="list-style-type: none"> • Peel (to create ribbons, e.g. carrots, courgettes) • Mix (fold ingredients together e.g. flour into a mixture) • Measure accurately (using digital scales, analogue scales, measuring jug) • Grate (with greater control and skill, e.g. zest from a lemon, nutmeg) • Thread (firmer foods onto kebab sticks, e.g. onions) • Cut (firm*** and other foods with a vegetable knife) using: <ul style="list-style-type: none"> -Fork secure -Claw grip -Bridge hold <p>*** potatoes, carrots</p>

	<ul style="list-style-type: none"> Cut (soft foods* with a table knife progressing to firmer foods with a vegetable knife) using: <ul style="list-style-type: none"> -Fork secure -Claw grip -Bridge hold <p>*canned peaches, fresh strawberries, banana, sticks of pepper</p>	<p>-Bridge hold</p> <p>**tomatoes, celery, apple</p>	
Hygiene and safety	It is important to store, prepare and cook food safely and hygienically.		
	<p>I can get ready to cook with some help.</p> <ul style="list-style-type: none"> Tie back long hair Roll up long sleeves Remove any jewellery, including watches Put on an apron Wash my hands 	<p>I can get myself ready to cook and remember what I need to do.</p> <ul style="list-style-type: none"> Tie back long hair Roll up long sleeves Remove any jewellery, including watches Put on an apron Wash my hands 	<p>I can get myself ready to cook and talk about and demonstrate what I should do during and after I cook.</p> <p>E.g.</p> <ul style="list-style-type: none"> Keep my work space tidy Avoid touching my face and hair Wash up the equipment Clean the surfaces
	<p>I can give some examples of foods which should be kept in the fridge, cupboard or freezer.</p>	<p>I know that there are storage instructions on most food packaging, and I can identify and use these.</p>	<p>I know that there are date marks ('use by' and 'best before') on foods and I can identify and use these.</p>
		<p>I know that different food should be stored in different places in the fridge to keep it at its best and prevent cross contamination</p> <p>E.g.</p> <ul style="list-style-type: none"> Lettuce, cucumber - salad draw to keep it crisp Raw meat and fish – bottom shelf Cheese, yogurt, ready cooked food – top shelves to keep them away from the juices of raw foods. 	
		<p>I know that leftover food must be covered and stored correctly and eaten in an appropriate time frame.</p>	
		<p>I can explain that foods not stored correctly can spoil and decay due to the action of micro-organisms, insects and other pests.</p>	
	When planning to cook we need to consider current healthy eating advice, the needs of different people and occasions.		
Planning to cook	<p>I can give examples of foods which might be eaten at different mealtimes or occasions and talk about why, <i>e.g. cereal at breakfast time.</i></p> <p>I can explain some of the reasons why not all people eat the same foods.</p> <p>I know that if I am making food for other people I need to think about their needs.</p>	<p>I can modify a recipe to:</p> <ul style="list-style-type: none"> make it healthier based on <i>The eatwell plate</i> and by suggesting healthier cooking techniques; make it suitable for different people; make it suitable for different occasions. 	
Recycling	I try to minimise waste, recycle packaging and compost appropriate food waste when I am cooking.		
Making	I can make a simple dish with support.	I can make a dish with supervision.	I can follow a recipe and make a dish with some guidance.
Eating	I can eat sociable with others and behave appropriately.		

Where food comes from progression chart

Food and farming	5-6 years	6-7 years	7-8 years	8-9 years	9-10 years	10-11 years
	All food comes from plants or animals.					
	<p>I know all food comes from plants and animals.</p> <p>I can give examples of foods from plant and animal sources.</p> <p>I can sort a number of foods into plant or animal groups.</p>		<p>I can name the sources of common ingredients found in different dishes and meals.</p> <p>E.g. Pizza</p> <ul style="list-style-type: none"> • Bread- base made with flour from wheat • Tomato sauce from tomatoes • Ham from a pig • Cheese made with milk from a dairy cow 		<p>I can find out about the ingredients used in different dishes, where those ingredients come from and how they are produced.</p> <p>E.g. Apple pie</p> <ul style="list-style-type: none"> • Apples – apple trees • Sugar – from sugar beat • Flour – from wheat • Butter – from cream 	
	Plants and animals produce different foods in different ways.					
	<p>I can name foods which grow above ground (on bushes, trees and vines) and those which grow below ground.</p> <p>E.g.</p> <ul style="list-style-type: none"> • Underground – carrots, parsnips • Above ground – asparagus, strawberries 		<p>I can say which part of a plant different foods come from.</p> <p>E.g.</p> <ul style="list-style-type: none"> • Celery is the stem of a plant • Apples are the fruit of a plant • Carrots and parsnips the roots of a plant • Potatoes are tubers which is part of the root of a plant. 		<p>I know that foods from animals can come from different parts of the animal.</p> <p>E.g.</p> <ul style="list-style-type: none"> • Chicken wings • Chicken breast or thigh • Pork ribs • Shoulder of lamb • White crab meat from the claws and legs • Eggs laid by hens • Milk produced by dairy cows 	
	<p>I can give examples of some foods made by animals.</p> <p>E.g.</p> <ul style="list-style-type: none"> • Hens lay eggs • Dairy cows produce milk 		<p>I can give examples of foods from different animals.</p> <p>E.g.</p> <ul style="list-style-type: none"> • Mince beef from a beef bull • Sausages from a pig • Lamb chops from a lamb • Fish fingers from a cod • Venison from a deer 		<p>I can identify where a wide range of foods come from (plant or animal) and talk about how the foods are produced.</p> <p>E.g.</p> <ul style="list-style-type: none"> • Bread – from flour – from wheat • Yogurt – from milk – from a dairy cow 	
	Food has to be farmed, caught or grown at home.					
	<p>I can give examples of how animals are farmed.</p> <p>E.g. I can say:</p>					

	<ul style="list-style-type: none"> • where they live • what they eat • how they are cared for <p>I can give examples of how plants are farmed. E.g. I can say:</p> <ul style="list-style-type: none"> • how they grow • how they are harvested • what produce is produced at the end <p>I can give examples of foods people grow at home.</p>	
Food is produced all around the world.		
I can name some foods which come from the area where I live.	I can name foods which are produced in the UK. E.g. <ul style="list-style-type: none"> • Apples in Warwickshire • Turkeys in Norfolk • Cheddar cheese in Somerset • Beef in Yorkshire 	I can name foods which are produced outside of the UK. E.g. <ul style="list-style-type: none"> • Watermelon • Yam • Plantain • Bananas • Lemons
I can give some examples of foods that grow in different seasons in the UK and talk about why. E.g. <ul style="list-style-type: none"> • Spring – cauliflower • Summer – strawberries • Autumn – pumpkin • Winter - sprouts 	I can give examples of foods which grow in different places due to climate and conditions. E.g. <ul style="list-style-type: none"> • Rice • Oranges 	
Food is changed from farm to fork.	Food is processed on different levels to make it edible and safe.	
I can give some basic examples of how a food changes from farm to fork to make it safe to eat. E.g. <ul style="list-style-type: none"> • Carrot – harvested – washed – peeled – chopped – cooked (or eaten raw) 	I can give examples of how foods from animals are processed to make them safe to eat. E.g. <ul style="list-style-type: none"> • Milk is heat treated to kill any harmful bacteria • Meat is cooked to kill and harmful bacteria 	
	I can give examples of how we process food at home to make it edible and safe to eat. E.g. <ul style="list-style-type: none"> • Wash, peel and cook vegetables • Cook meat, eggs and fish. 	
	I can give examples of how food is processes on a large scale such as in factories and restaurants to make it safe to eat. E.g. <ul style="list-style-type: none"> • Bakery – flour is combines with other ingredients and cooked. • Fish fingers – fish is washed, cut to size, coated in crumbs and frozen ready to take home and cook. 	