

North Hill House School: Food Technology Curriculum Overview

“Learning and Living Beyond...”

School Key Values: O.T.T.E.R.S (Ownership, Teamwork, Thoughtfulness, Excellence, Resilience, Safety)

Mission Statement: Developing the practical skills to make a variety of creative and healthy dishes, gaining the life skills of cooking for themselves and others appropriately and economically. Food Technologists should develop recipes of their own, and consider what foods to eat and avoid, to live a healthy and nutritious lifestyle.

Key Stage Expectations

Key Stage 1	<ul style="list-style-type: none"> Students should be able to identify several different ingredients (fruits, vegetables, meat, proteins, carbohydrates, cheese, drinks) Students should have been encouraged to feel, taste and try a number of foods, to increase their repertoire of foods they have tried. Be able to lists food they really like, and foods they currently dislike. Learn how to wash hands correctly, and how to be safe in a domestic kitchen.
Key Stage 2	<ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Farm to fork: Know where and how a variety of ingredients are grown, reared, caught and processed.
Key Stage 3	<ul style="list-style-type: none"> Understand the Eatwell Guide (Y7), explain foods within the different sections, and be able to produce and plan meals around this nutritional guidance. Be able to cater for Specialist diets (Y8): ethical and moral diets (vegan, vegetarian), allergens (coeliac, lactose intolerance), religious diets (kosher, halal), and those with specific illnesses (diabetes II, CHD). Food Choice: Understand what Fairtrade, free-range, organic, seasonal produce is (Y8), and why we may make this choice to use these ingredients. Be able to cook foods from a variety of different international countries (Y9). Have the ability to critically evaluate their finished products and performances- what are its strengths? What skills have I learnt? What improvements would I make? (All Key Stage 3)
Key Stage 4 BTEC Level 1 BTEC Level 2	<ul style="list-style-type: none"> To develop the knowledge, understanding, skills and confidence to cook meals at home To develop an understanding of how to economise (budget) when planning meals To gain the ability to transfer skills learned, on to different recipes To be able to inspire others by transferring that healthy eating and cooking knowledge onto others.
Key Stage 5	<p><i>Some KS5 learners who didn't choose Food as one of their KS4 Subject choices will then be given the opportunity to complete BTEC Level 1/ Level 2 Home Cooking, or ASDAN, in Sixth Form (see above).</i></p> <p><u>ASDAN Foodwise Short Course qualification (students should be leaving secondary school being able to independently demonstrate and present the following skills and knowledge on):</u></p> <p>Healthy eating Basic food safety Food preparation and presentation Cooking on a budget Entertaining The food industry Practical cooking skills</p> <p><u>Level 3 ASDAN Level 3 EPQ qualification (for more academic/ A Level learners):</u></p> <p><u>Around a food technology/ catering related project:</u></p> <ul style="list-style-type: none"> - Project- planning choosing your project, setting it up and managing it to ensure it achieves its desired outcomes - Data analysis and Problem Solving- understanding how to collate and organise data. - Organisation establishing independent ways of working that ensure you have everything needed to complete the task using techniques to help solve challenging problems you are not distracted by irrelevant information - Decision making- making decisions based on sound evidence and logic - Communication- communicating with teacher and team regarding project completion. - Creativity using a range of techniques to help you find innovative solutions to problems getting your ideas across efficiently and effectively; listening to the feedback of those around you and learning from it to adapt and improve your ideas <p>Progression: Be able to take business, food science or food technology into the Further Education Setting, Higher Education Setting, Apprenticeship, or straight into the Catering & Hospitality workplace.</p>

Key Stage 1- EXPLORE AND ADVENTURE							
Terms	Autumn 1	Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
Topics	Food Technology	Food Technology		Design Technology	Design Technology	Design Technology	Design Technology
Year 1	<p>Having a healthy breakfast</p> <p>Students to learn the importance of eating breakfast, and what foods make up a healthy breakfast. Fun links to English: Goldilocks.</p> <p>By the end of the term: Students can name & identify several different foods (particularly with a focus on fruit and veg), and can express their opinions of them.</p> <p>Students will understand about “personal taste”- how different people like/dislike different foods.</p> <p>Students will understand the concept of eating a “varied” diet- that eating /trying different foods is good for us.</p> <p>Students are aware they should be eating 5 x portions of fruit & veg a day, to stay in optimum health.</p> <p>Students to understand that they need to taste a food at least once, to know if they like it or not.</p> <p><u>Practical:</u> A variety of breakfast foods to make and taste (instant porridge with fruit, Bagels/ toast with spread and fruit, waffles/pancakes, yoghurt with fruit, French breakfast, tea & biscuits).</p> <p>Students are taught how to wash their hands, prior to eating.</p> <p>Students are taught how to use cutlery correctly/ safely.</p> <p>Students can use a toaster safely (with support)</p> <p>Students can pour a cold drink safely and tidily.</p> <p>Students can stir and drink a hot drink/ instant hot product safely.</p> <p>Offsite Learning: Trip to local supermarket to choose different fruit to try at school.</p> <p>Cultural- Making & tasting a French breakfast.</p> <p>5.1 Name, taste and prepare a broad range of ingredients and healthy recipes, reflecting cultural diversity;</p>	<p>Towering Foods- layers & shapes</p> <p>Students to learn several practical cookery skills in production of simple multi-layered foods. Fun links to humanities: Towers & castles.</p> <p>By the end of the term: Students can identify a number of healthy layered carbohydrate-based foods that could be added to a packed lunch (e.g. breads, pittas, wraps, healthy cakes, wraps, cakes, burgers)</p> <p>Students can identify and taste several meat & dairy products and express their opinion of them- likes and dislikes.</p> <p><u>Practical:</u> A variety of layered/ tower food products and lunchbox products (sandwiches, cakes, a simple burger, a layered dip, healthy knickerbocker glory, gingerbread house or castle).</p> <p>Students are able, with supervision, to cook items on the stove (e.g. simple use, turning over a burger with a spatula, or frying bacon).</p> <p>Students can differentiate between a teaspoon and a tablespoon when following a recipe.</p> <p>Students can juice lemons/oranges using a juicer.</p> <p>Students can use a rolling pin to roll out pre-made dough/ pastry evenly.</p> <p>Students are able to combine ingredients/ whisk ingredients with a fork or whisk to combine.</p> <p>Students can safely use butter knives to spread products- e.g. spreading butter onto sandwiches, jam onto cakes, etc.</p> <p>Students can portion products using simple fractions (halves, quarters).</p> <p>Students can use a cutter neatly with minimal wastage of food product.</p> <p>Offsite Learning: Trip to a local Christmas market, to see different foods at Christmas.</p> <p>Cultural- Making a German Gingerbread House.</p> <p>5.2 Exhibit a high level of competence in a wide range of food skills and demonstrate these for effective learning.</p>					
Terms	Autumn 1	Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2

Topics	Design Technology	Design Technology	Food Technology	Food Technology	Design Technology	Design Technology
Year 2			<p>Food for the gods! Greek food</p> <p>Students to learn how to use a range of small equipment safely and efficiently, via production of Greek recipes. Fun links to R.E/ History: Greek myths & history.</p> <p>By the end of the term:</p> <p>Students can identify several different small pieces of equipment commonly used in domestic kitchens.</p> <p>Students can identify safety protocol in using said small equipment.</p> <p>Can recall that all food comes from plant or animal and sort a selection of food according to its plant or animal source.</p> <p>Can understand how different fruit & veg are ready to eat at different seasons</p> <p>Can explain that some food comes from plants, but not all plants are edible. Describe what a plant needs to grow.</p> <p>Can name/discuss places where food comes from, e.g. shops, garden, farms.</p> <p><u>Practical:</u></p> <p>In connection with KS2 grow and prepare theme, students to learn about fresh herbs, and use these in cooking.</p> <p>Learners to make a variety of Greek dishes: Greek salad, Tzatziki & Pitta, Baked Feta, Keftedes (meatballs),</p> <p>Learners can use scissors safely to snip herbs & spring onions.</p> <p>Learners can use a grater to grate foods safely (e.g. cucumber or carrot).</p> <p>Learners can follow a simple recipe with adult support.</p> <p>Offsite learning – visit a pick your own fruit/vegetables farm, see how food is grown, produce dish.</p> <p>Cultural-Learning and producing dishes from traditional/modern Greek cuisine.</p> <p>5.3 Select and use an appropriate range of small equipment, safely & efficiently;</p>	<p>Water in the diet- Water Themed Food!</p> <p>Students to understand water is a basic requirement for life. They will learn via production of river/ sea themed products. Fun links to science: Coast/River.</p> <p>By the end of the term:</p> <p>Students to understand drinking water is an essential part to our physical and mental wellbeing.</p> <p>Students can identify and taste several beverages (hot and cold) and express their opinion of them- likes and dislikes.</p> <p>Students know how much water/ liquids they should be drinking a day.</p> <p>Students to know the symptoms of dehydration/ when we might be thirsty, and how to hydrate correctly.</p> <p>Students to learn about different foods that we get from rivers, seas and lakes.</p> <p>Students can explain how to keep themselves & others safe within a food environment.</p> <p><u>Practical:</u></p> <p>Students make a variety of drinks & sea-based foods. Ideas include fruity waters, bubble tea, fishfinger sandwiches, egg sailboats, tuna pasta, fishcakes.</p> <p>Students can identify at least 3 x ways to stay safe when using knives.</p> <p>Students can identify at least 3 x ways to stay safe using hot items/ using the oven</p> <p>Students can independently use a peeler to peel fruit and/ or vegetables.</p> <p>Offsite learning: Trip to the seaside/ river/ lake, or Chalke Valley Watercress, to see fish/ river animals and plants.</p> <p>Cultural- Understanding the respect we must show for the sea/ocean, keeping it free from over-fishing & pollution.</p> <p>5.4 Show awareness of own and others' safety handling food, equipment, using hot or sharp equipment.</p>		
Key stage 2- GROW AND PREPARE						

Terms	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Topics	Design Technology		Design Technology		Design Technology		Design Technology		Food Technology		Food Technology	
Year 3									<p>Healthy Astronauts- Space Food!</p> <p>Students to understand how long shelf-life ingredients can be selected/utilised, for nutrition, and minimal wastage. This connects to the astronaut theme, due to the inability to take fresh food items into Space.</p> <p>By the end of the term: Students to learn which nutrients are essential in the diet, and what can happen to us if we become deficient in these nutrients.</p> <p>Students explain that the food we eat can be sorted into five groups, and can identify foods from each groups:</p> <ol style="list-style-type: none"> 1. Fruit and vegetables 2. Potatoes, bread, rice, pasta and other starchy carbohydrates 3. Beans, pulses, fish, eggs, meat and other proteins 4. Dairy and alternatives 5. Oil and spreads <p><u>Practical:</u> Students to make a variety of dishes using long shelf-life food products (e.g. dried, tinned, dehydrated, frozen). Examples of this include Vegetable Soup with cheesy star toasts, Healthy instant noodle pots, Rocket cookies, Star Sandwiches, Ham fried rice, Haloumi Burger, Pizza Planet Pizza.</p> <p>Students can use (with adult supervision) a food processor safely.</p> <p>Student can independently use a toaster.</p> <p>Students can use a tin opener independently.</p> <p>Offsite learning: Combined trip with science- “We the Curious” in Bristol.</p> <p>Cultural- Understanding that not all people in the world have access to fresh ingredients, and to note that using long shelf life products reduces food wastage.</p> <p>5.5-Choose ingredients, taking into account their nutritional, functional and sensory properties, in addition to other factors (such as cost, seasonality, sustainability).</p>		<p>Eat the rainbow- coloured vitamins</p> <p>Students to learn about eating colourful foods connects to optimum nutrition- making drinks, sweet & savoury dishes. By end of year 3 they should be able to plan a dish independently.</p> <p>By the end of the term: Students will have learnt about natural colourful food being high in nutrients. The 7 x practical lessons will each connect to a nutrient and a colour:</p> <p>Red foods- Red meat, Iron. Orange foods- Citrus, Vitamin C. Yellow foods- Dairy, calcium. Green foods- Veg, Folic acid. Blue foods- blueberries, vitamin k. Purple foods- beet, grapes, berries, potassium Pink foods- Pork/ham, Protein. Last lesson- colourful dish (own design).</p> <p><u>Practical’s:</u> Students to make a variety of dishes connected to the colour/ nutrient they are learning about. Ideas include: Red- Mini Meatballs with tom sauce, beef tacos with salsa, homemade beef burger. Orange- orange juice smoothie, carrot sticks & dip, peach overnight oats, baked sweet potato Yellow- flavoured cheese toasts/ cheese straws, cheesy nachos, cheesy dip. Green foods- kiwi “turtles”, bubble & squeak chicken & green veg stir fry, cucumber salad. Blue- blueberry smoothie, Blue potato salad. Purple- red cabbage coleslaw, beet burgers, Pink- Ham pasties/pies, cheese bacon muffins. Last lesson- Their own colourful designed dish.</p> <p>Student can understand that naturally colourful foods are high in vitamins/minerals</p> <p>Student to understand we need a variety of different nutrients to have a balanced diet.</p> <p>Cultural- understanding that some people may struggle defining certain colours, such as people who are colourblind- that to accept that we all see the world differently.</p> <p>5.6 Apply skills and understanding to plan, prepare and cook simple dishes/menus safely and hygienically for a healthy, varied diet. Appreciate the value of eating together.</p>	
Terms	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	

Topics	Food Technology		Design Technology	Food Technology		Design Technology	Design Technology	Design Technology
Year 4	Different Diets for different people! Students to understand that everyone has different food preferences/diets, to be able to identify WHY people choose to eat certain foods. By the end of the term: Students to learn about 6 x factors that influence peoples’ decisions to eat (or not) different foods. In many cases this will link to learners’ EHCPs, encouraging learners to consider other peoples perspectives. These 6 x factors include: <ol style="list-style-type: none">1. Easiness of preparation/ time.2. Health/Nutrition3. Medical (lactose intolerant/ gluten free)4. Ethical/ Religious (vegetarian/ Jewish).5. Economical (how much food costs).6. Preference (like/ dislike tastes/textures) <u>Practical’s:</u> Each dish in term focuses on different factors: Easiness/ time-saving- Shepherd’s Pie, using readymade mash. Chicken couscous. Pizza bagels. Health/Nutrition: Healthy breakfast bars, roast veg pasta, hummus and carrot wraps, veg noodles. Medical: dairy free mac and cheese, BLT sandwich on GF bread, lamb koftas with mint mayo. Ethical/ religious- vegetarian chilli con carne, vegetarian Bolognese, potato curry and rice. Economical- banana bread, air-fryer recipes, coleslaw, bean-y salad, chicken pies, tortillas. Preference- Any dish/ recipe, which gives them a choice what meat/ veg to At the end of the term, get them to design their own dish, based on their favourite ingredients. Student can explain their own personal preferences regarding their diet (likes & dislikes) Student can understand that tastes change as people get older, and something they dislike now, they may like in the future. Students to understand others’ perspectives, and the many reasons why people choose to eat, or not eat certain foods. <i>Cultural: Learners to understand there can be many barriers to cooking and eating healthily, and to be respectful of this.</i> <i>6.1 (+ 7.5) Use research and develop criteria to inform the design of recipes, dishes and menus that are fit for purpose, aimed at individuals or groups;</i>			Fashionable Functional Food! Students to understand that reactions with food will make the final product look better (e.g. a cake rising). That if the final product LOOKS better, it makes us think it TASTES better. By the end of the term: Students are to learn about functional/ chemical reactions within food, which makes final product LOOK better. Student to understand that when a product LOOKS better, it makes us want to eat it. <u>Practicals</u> Each dish focus on functional qualities of an ingredient, how it improves the LOOK of final dish. In each practical, have pictures of “what a good one looks like”, and what a failed one looks like! Caramelisation- frying onions, and sausages, serving these with potato wedges. Aeration- Make a chocolate/ other flavoured mousse, decorate it well with fruit. Show how air is trapped when whisking product. Raising agent- Make a Victoria sponge or cake product- using baking powder, to show science. Absorption- Pasta salad. Cook pasta, chop up various ingredients, make dressing. Show when adding dressing how the pasta absorbs the liquid. Browning- Make a dish using avocado (guacamole and homemade nachos?), show how lemon/lime affects the colour of final product. Garnishing- Choose a very simple product (cheese sandwich, or tunnocks teacake), and show how to elevate it/ improve presentation with colourful ingredients/ garnishes. At end of the term, get them to choose a simple product (like beans on toast, cheese sandwich, plain sponge cake), and use colour and techniques to make it more visually appealing. Students understand ingredients can have a FUNCTION within a dish (e.g. helping it to rise), as well as having a flavour or texture. Students to understand that if effort is made to make a dish look more aesthetically pleasing, people are more like to eat and enjoy them. <i>Cultural: Learners understanding that not everyone has time/equipment/skills to make dishes look beautiful, but that we can all try.</i> <i>6.2 Select from and use a wide range of ingredients, according to their functional properties and aesthetic qualities;</i>				
Terms	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1		Summer 2

Topics	Design Technology	Food Technology	Design Technology	Design Technology	Food Technology	Design Technology
Year 5		<p>Supermarket Sweep!</p> <p>Students to understand what the most popular pre-made meals in shops are, how we can evaluate quality of these products, then make their own versions.</p> <p>By the end of the term: Students to be able to identify a range of popular meal products people can purchase from supermarkets, and be able to produce and compare their own home-made versions within the domestic environment.</p> <p>Practicals: To engage the learners in topic, in first lesson of term, take learners to a local supermarket. They choose a ready meal. They come back to school, prepare according to pack instructions. Evaluate it. In the last lesson of this term, they are to re-create a version of this. Other practical's can be connected to popular supermarket meals, ideas include: "Pot Noodle"- making a homemade instant noodle product. Lasagne- use pre-made sauce & fresh sheets, for easiness for Y5 learners. Shepherds or cottage pie Pasta carbonara. Toad in the hole. Chicken tikka masala/ curry Sweet and sour chicken. Last lesson- student makes their own version of the ready meal they tried at beginning of term.</p> <p>Student is able to go to a supermarket safely, and act appropriately within the public supermarket environment.</p> <p>Student can identify a number of convenience meals, and understands cooking them from scratch is usually healthier, tastier and more cost effective.</p> <p>Student can analyse a range of products.</p> <p>Cultural: Respecting that people in the U.K have varying skills, time and budgets, so there is nothing wrong in eating ready meals every now and then.</p> <p>6.4 Investigate and analyse a range of existing food products.</p>			<p>Smiles and Happy Stomachs 😊</p> <p>Students to understand how what we eat impacts the health of our digestive system, from our teeth to our tummies!</p> <p>By the end of the term: Students learn about the process of digesting food. Primary teachers to link this to term they are teaching digestion.</p> <p>Practicals: Mouth/tongue- Explanation of the different taste buds- sharp/ salty/ sweet/ sour / bitter/umami. Dishes reflecting one or more of these tastes (variety of drinks/dips)</p> <p>Teeth-meals high in calcium, so any meals with cheese/ yogurt/ sour cream/ milk.</p> <p>Throat-contrasting smooth/crunchy texture dish- a smooth soup with flavoured crackers, or a smoothie with fruit toasts, etc. linking how food is safely swallowed.</p> <p>Tummy- Explanation of how the stomach breaks down food ready for the small intestine via acids. Foods gentle for stomachs when people are in recovery- a dish based on white rice, like a fun bento Childrens "bento box" or white rice bowl.</p> <p>Small intestine- Probiotics, explanation that not all bacteria are bad, that we need good "healthy" bacteria in our gut, to live. Recipes using yoghurt (dip? Yogurt ice lollies if its hot!).</p> <p>Large intestine- Fibre, explain the role dietary fibre in the body (helps you poo!), produce a high fibre meal (any dishes with brown bread/ rice/ pasta/ beans/ skin-on potatoes).</p> <p>Students are aware how what they eat affects their oral and digestive health, so a balanced diet is essential.</p> <p>Cultural: When discussing tastebuds, understanding we all have different tastes, often in connection to where we come from.</p> <p>7.2 Are aware of the importance of a healthy and balanced diet, and good oral health, for health and wellbeing.</p>	
Terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Topics	Design Technology	Food Technology	Design Technology	Food Technology	Design Technology	Food Technology
<p>Year 6</p> <p>Offsite learning: Visit to a Mexican restaurant, or a Mexican cookery class Schools - Farm Cookery School (Mexican cookery class, 45mins drive away).</p> <p>In Year 6, Food Technology and Design Technology completed in rotations, 3 x each.</p>		<p>Foods for Fiestas!</p> <p>Students to understand that it is important to eat a balanced diet (foods from different food groups), to have a healthy diet. They will also learn how our diet can link to our oral health. It is linked to the theme Dia De Los Muertos- Mexican Day of the Dead.</p> <p>By the end of the term: Students should meet the following 5 x criteria (they will do this via their practicals and worksheets):</p> <ul style="list-style-type: none"> -Being able to work safely, cleanly and hygienically in the kitchen. -Being able to use a kettle safely, with minimal support -Being able to use the hob and oven safely, with minimal support -Being able to use knives safely, using the bridge & claw method. -Making a variety of tasty and healthy dishes, reflecting on positives/ improvement points. <p>Practicals: A variety of Mexican dishes, tailored and suited to learners kills/abilities and tastes.</p> <p>The first lesson of the academic year, if in Food Technology kitchen, is easy (fruit salad), so it can incorporate time spent getting used to the kitchen environment, what equipment goes where, etc. Laying down ground rules for working in a proper kitchen environment.</p> <p>#1-Mexican Fruit Salad (Fruitas con crema) #2- Mini Mexican cheese quesadillas. #3-Tex Mex Club Sandwich #4- Chilli con carne with rice. #5- “Loaded” Sweet potato fries. #6- “Fajita” Chicken Pasta. #7- Enrichment (Halloween if delivered term 1, Xmas if delivered term 2)</p> <p>Cultural: We will learn about the cultural celebration of Dia de los Muertos, and how they celebrate food, life, love and death in Mexico and many other south American countries.</p> <p>7.1 Apply current healthy eating advice, and understanding of people’s needs, to developing diets for different individuals</p>		<p>Food for Energy!</p> <p>Students to understand that young children/ adolescents need lots of energy (calories and carbohydrates) for our bodies and brains to grow properly.</p> <p>By the end of the term: Students to be able to make the connection between how foods high in starchy or high fibre carbohydrates (bread/ pasta/ rice)</p> <p>Student can identify that one of the reasons eating food is so important is that it provides with energy.</p> <p>Students to understand that young children, and children who play sports, need even more energy, as we burn energy in growing and playing.</p> <p>Students to understand that it is better to get energy from starchy carbohydrates (bread, rice, pasta), than sweets.</p> <p>Practicals: Practical dishes should be linked around sports, to add the connection that high carbohydrate meals are great for providing energy for activities. Here are some ideas:</p> <p>“Marathon” Pasta- (pasta makes you go faster!) pasta with tomato sauce, meat, veggies, cheese. Sushi rice “footballs”, with dipping sauce and veg sticks. Healthy “Eton Mess” (tell learners story of rugby/ Eton/ history of dish). “Match Tea”- creating a sandwich/ scone/ fruit platter, and a cup of tea, connected to cricket. Link bread= energy. Swimmers “Pool Noodles”- noodles with prawns or salmon (or veg cut into fish shapes or tube shapes 😊) Bicycle wheel” cycling bagels- bagels with toppings. Stuffed sweet potato American footballs.</p> <p>Cultural: Sport is a very important part of culture In this country, and a way we share our culture with others- with sports like football, rugby and cricket being very popular overseas.</p> <p>7.3 Know that food and drinks provide energy in different amounts;</p>		<p>Pupil passport: Progressing to KS3</p> <p>Students focus on what they’ve learnt in Y6, in readiness for Year 7. Their work will be designed to be a stamped passport, and also to “guide” new Year 7s that’d be joining the school. This is to ensure good transition and to assess needs & ability at end of KS2.</p> <p>By the end of the term: Students will complete a Food Technology progression passport, demonstrating they are ready for Y7 food. The 6 x lessons will have each have a theme, and will each focus on an important aspect of culinary competence.</p> <p>Lesson #1- Food Hygiene: Students make a poster on all the food hygiene tips and tricks they’ve learnt during Year 6. We produce several “high risk” foods (sandwiches/ meats/ salads)- to take on a picnic together.</p> <p>Lesson #2- Knife Skills: Students complete sheet on how to use a knife safely. They demonstrate knife skills, making a chicken and veg chow mein (showing fine knife skills).</p> <p>Lesson #3- Healthy eating messages: Labelling and colouring in sheet regarding the Eatwell guide. Students make Eatwell guide cupcakes (rainbow fruit toppings).</p> <p>Lesson #4- Sensory identification. Students complete sheet noting words for Taste, Texture, Aroma and Appearance. They make Hedgehog rolls (homemade bread- link to fresh bakery aromas).</p> <p>Lesson #5- Planning a recipe/shopping list: Students choose a dish they’d like to make, write a shopping list, and go to the shops.</p> <p>Lesson #6- Completion of own dish: Students complete their own dish, with support, they have their passport signed!</p> <p>End of term (term 5= short. Term 6: Ready steady cook, to use up items end of year).</p> <p>Cultural: Understanding that if we have any new Year 7 students next year, remembering it can be scary to be in a new group of people, so be kind and welcoming. 7.4/ 7.6- variety of foods needed in the diet, providing nutrients; Actively promote the benefits of a healthy diet/ active lifestyle.</p>

Key stage 3- CREATE AND DESIGN						
	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
<p>Year 7 The Eatwell Guide</p> <p><i>Offsite Learning: Year 7 & 8 trip to Farm Cookery School, in Bromham. Farm tour, main with beef, fitting Eatwell guide, dessert dairy free/ low sugar.</i> <i>Schools - Farm Cookery School (thefarmcookeryschool.co.uk)</i></p>	<p><u>Fruit and Vegetables- Getting your 5 a day</u></p> <p>Introduction to the course, getting used to new KS3 teacher, and expectations of the kitchen. Whole year focus is on Eatwell guide, starting with Fruit & veg in this term.</p> <p>Theory</p> <ul style="list-style-type: none"> - Introductions and Kitchen rules. - Common kitchen hazards/ reducing risk. - Correct food storage - Weighing & measuring - 5 a day- what counts? <p>Practical</p> <ul style="list-style-type: none"> - Fruit Salad - Pasta Pomodoro - Rainbow Pizza - Macaroni Cheese - Fruity Muffins - HM Beans on Toast! - Pumpkin Cookies <p>Assessment</p> <ul style="list-style-type: none"> - End of term quiz (/10) - End of term assessment: marking on completion of practical lessons, ability to work safely and hygienically, knowledge of fruit & vegetables, knowledge of knife safety and techniques. <p>Cultural- Halloween enrichment, learning about culinary history re: cookies, and making pumpkin cookies.</p>	<p><u>Starchy Carbohydrates- Foods for energy</u></p> <p>This term is about starchy carbohydrates, learning that this nutrient should make up most of our diet. Its main bodily function is providing energy.</p> <p>Theory</p> <ul style="list-style-type: none"> - Eatwell Guide sections. - Differences between simple and complex carbs - Carbohydrate content of different fruit & veg. - Fibre: what is it? - Planning my own starchy carbohydrate-rich recipe. <p>Practical</p> <ul style="list-style-type: none"> - Couscous Salad - Chow Mein - Jacket & Filling. - Stuffed Peppers - Students own dish - Xmas sausage rolls. <p>Assessment</p> <ul style="list-style-type: none"> - End of term quiz (/10) - Practical assessment, production of their own dish, made from starchy carbohydrates. - End of term assessment mark: marking on completion of practical assessment, practical lessons, understanding of carbohydrate as a macronutrient. <p>Cultural- Christmas enrichment, history and making Xmas sausage rolls (pork & cranberry!)</p>	<p><u>Protein & Alternatives- Helping to grow big muscles</u></p> <p>This term is about proteins and alternatives, learning about different sources of protein (animal vs. vegetarian). Its main bodily functions are growth and repair.</p> <p>Theory</p> <ul style="list-style-type: none"> - Protein, oils and dairy worksheet. - Different types of protein alternatives. - Why do people choose to be vegetarian or vegan? - Proteins' use in sports. <p>Practical</p> <ul style="list-style-type: none"> - Pasta Bolognese - Mexican Fajitas - Bean dip, Pitta & veg sticks - Sausage and mash - Fishfingers and chips - Valentines' day biscuits. <p>Assessment</p> <ul style="list-style-type: none"> - End of term quiz (/10) - End of term assessment: marking on completion of practical lessons, ability to work safely and hygienically, knowledge of protein and protein alternatives, benefits to reducing animal protein consumption, and understanding of protein as a macronutrient. <p>Cultural- Valentines Day enrichment- making valentines day biscuits.</p>	<p><u>Dairy Products- Keeping our bones strong</u></p> <p>This term is about dairy products and alternatives. Students will learn about the importance of calcium for healthy bone and teeth development, and dairy-free sources of this mineral.</p> <p>Theory</p> <ul style="list-style-type: none"> - What are dairy products? - Calcium and Vitamin D- importance & function. - Food sensory qualities - Strong bones and teeth - Planning my own calcium/ dairy rich recipe. <p>Practical</p> <ul style="list-style-type: none"> - Haloumi Kebabs - Yogurt and Granola - Pasta Salad - Cheese Scones - Students' own dish <p>Assessment</p> <ul style="list-style-type: none"> - End of term quiz (/10) - Practical assessment, production of their own dish, made from calcium rich foods/dairy products. - End of term assessment mark: marking on completion of practical assessment, practical lessons, understanding of calcium as a micronutrient. - Understanding of calcium's role in the body. <p>Cultural- Use of edible flowers in week 2 (for World Wildlife day), Weds 4th March is pancake day= time for enrichment with granola practical?</p>	<p><u>Good Fats- Keeping our heart healthy</u></p> <p>This term is about heart healthy foods, and the difference between healthy fats (unsaturated) and unhealthy fats (saturated). Healthy fats help protect our organs, like the heart.</p> <p>Theory</p> <ul style="list-style-type: none"> - Fats' essential role within the body- it's nutritional functions. - Mediterranean diet- what is it? - Unsaturated vs saturated fats. - Fat swaps- easy ways. <p>Practical (Short Term)</p> <ul style="list-style-type: none"> - Crustless Quiche - Baked Nachos - Pesto Pasta - Chocolate Pots - *World Africa Day- African Spice pots* <p>Assessment</p> <ul style="list-style-type: none"> - End of term quiz (/10) - End of term assessment: marking on completion of practical lessons, ability to work safely and hygienically, understanding of fat as a macronutrient. - Understanding how to replace 'unhealthy fats' with healthy alternatives. <p>Cultural- World Africa Day is 25th May- in week before half term, students to make spice pots, and try a selection of African foods.</p>	<p><u>Lowering Fats & Sugars- Less Junk food, more YUM food!</u></p> <p>This term is about why high sugar/ fat foods are not included in Eatwell guide. Problems that can arise when these foods are eaten too often.</p> <p>Theory</p> <ul style="list-style-type: none"> - Why we should reduce fatty and sugary foods. - Hidden sugar in food/drink - What is diabetes? - What is BMI/ Obesity? - Planning own "healthier junk food" recipe. <p>Practical</p> <ul style="list-style-type: none"> - Healthy Burgers - Beetroot Brownies - Chicken Pittas - Chicken nuggets - Students own dish - Ready Steady Cook! <p>Assessment</p> <ul style="list-style-type: none"> - End of term quiz (/10) - Practical assessment, production of their own dish, a healthier version of a junk food favourite. - End of term assessment mark: marking on completion of practical assessment, practical lessons, understanding of obesity, diabetes, and how to make dishes healthier. <p>Cultural- Ready steady cook activity. As well as making dishes from a group of random ingredients, learning that people from lower socioeconomic backgrounds have to cook with just what they have, due to limited shopping/ ingredients.</p>

<p>Year 8</p> <p>Catering for Specialist Diets</p> <p>Offsite Learning: Year 7 & 8 trip to Farm Cookery School, in Bromham. Farm tour, main with beef, fitting Eatwell guide, dessert low in sugar/ gluten free perhaps?</p> <p>Schools - Farm Cookery School (thefarmcookeryschool.co.uk)</p>	<p><u>Gluten Free- What we eat instead of wheat</u></p> <p>Introduction to the course- each term this year, learning how to cater for a specialist diet. This terms focus is on coeliacs- what is gluten? What foods contain it?</p> <p>Theory</p> <ul style="list-style-type: none"> - Introductions and re-cap of kitchen rules. - Weighing & measuring - Food safety- the 4 x cs - Dietary needs- overview - What is coeliac disease? - What are the NHS 8 x healthy eating guidelines - How do we incorporate the 8 x NHS guidelines. <p>Practical</p> <ul style="list-style-type: none"> - Fruit smoothie bowl - Chicken kebabs & potato salad - Paella - Ham fried rice - Cheesy potato and vegetable bake - Adalu with Jollof rice - Halloween enrichment: pumpkin cupcakes <p>Assessment</p> <ul style="list-style-type: none"> - End of term quiz (/10) - End of term assessment: marking on completion of practical lessons, ability to work safely and hygienically, knowledge of 8 x healthy eating guidelines, knowledge of coeliac disease and how to cater for a gluten free diet. <p>Cultural- Black History month- Nigerian dish Adalu with jollof rice Halloween enrichment: learning about culinary historical traditions surrounding Halloween.</p>	<p><u>Local and Seasonal- From the local farms to our forks!</u></p> <p>This terms focus is seasonal and local foods. Students will learn what foods grow in which seasons & the benefits of eating seasonally. They will learn about British/ west country produce, benefits of eating local produce.</p> <p>Theory</p> <ul style="list-style-type: none"> - Introduction to topic. - What is food providence? - Benefits of eating seasonally - Autumn/winter seasonal food - Spring/summer seasonal food - Local foods- UK/ South west. - Planning own dish: an Autumn/ winter seasonal recipe <p>Practical</p> <ul style="list-style-type: none"> - Butternut squash soup - Mature cheddar triangles - Apple crumble - Pork and leek meatballs - Planning my own Autumn/winter seasonal recipe. - Students own dish. - Apple & cranberry mince pies <p>Assessment</p> <ul style="list-style-type: none"> - End of term quiz (/10) - Practical assessment, production of their own dish, made from seasonally autumnal or winter produce. - End of term assessment: marking on completion of practical assessment, practical lessons, knowledge of seasonal products (what grows and when), knowledge of benefits of eating local produce. <p>Cultural- Christmas enrichment- making apple cranberry mince pies for Xmas fair, for charity. Learning the benefits of eating locally and seasonally, for a better environment, and better for local economy.</p>	<p><u>Vegetarian and Vegan- Meat-free and full of flavour</u></p> <p>This terms focus is on vegetarian & vegan diets. Students will learn the difference between the two, why people choose not to eat animal products, and the healthy benefits of doing so.</p> <p>Theory</p> <ul style="list-style-type: none"> - Introduction to topic - Reasons for going vegetarian/ vegan. - Moral and ethical choices within diet. - Environmental impact of animal farming. - Vegan nutritional benefits and challenges. <p>Practical</p> <ul style="list-style-type: none"> - Vegetarian cottage pie - Beany quesadillas - Vegetable focaccia - Quorn curry puffs - Veggie burger - Homity Pie - Valentines enrichment: chocolate rose cakes. <p>Assessment</p> <ul style="list-style-type: none"> - End of term quiz (/10) - End of term assessment: marking on completion of practical lessons, ability to work safely and hygienically, knowledge of what constitutes a vegetarian and vegan diet, what they can and cant eat, the nutritional benefits and challenges of following a vegan diet. Impact of animal farming. <p>Cultural- Valentines Day enrichment- making valentines cakes. Homity pie- link to WW2 recipe, and history of it becoming a vegetarian wholefood staple dish.</p>	<p><u>Religious Diets- Religious and cultural meals</u></p> <p>This terms focus is on religious and cultural meals. Students will learn what dietary rules and restrictions different religions have, and why, learning about celebration cultural meals.</p> <p>Theory</p> <ul style="list-style-type: none"> - Different religions- what are they? - Islamic diet/ Halal - Hindu diet. - Jewish diet/ Kosher - Christian diet/ cultural connections to meals in the U.K/ - Planning my own dish: Halaal, Kosher or Easter themed recipe. <p>Practical</p> <ul style="list-style-type: none"> - Hummus & pidesi - Biryani - Pancakes - Bourekas - Students own dish. <p>Assessment</p> <ul style="list-style-type: none"> - End of term quiz (/10) - Practical assessment, production of their own dish, themed on either Halaal, Kosher, or Easter themed, based on religious dietary rules. - End of term assessment: marking on completion of practical lessons, ability to work safely and hygienically, knowledge of different religions and their different dietary rules and festivals. <p>Cultural- whole term is very culturally diverse, also pancakes in honour of Shrove Tuesday!</p>	<p><u>Free-range and Fairtrade- Caring for animals & the planet</u></p> <p>This terms focus is on free range and fairtrade food practices. Students will learn the different between battery farmed/ free-range and organic, they will learn what fairtrade is.</p> <p>Theory (Short term)</p> <ul style="list-style-type: none"> - What is free-range farming? - What is organic farming? - What is fairtrade? - Cultural learning: World Africa day. <p>Practical</p> <ul style="list-style-type: none"> - Caesar salad - French toast - Nicoise salad - Banana cake - World Africa day: Chocolate truffles. <p>Assessment</p> <ul style="list-style-type: none"> - End of term quiz (/10) - End of term assessment: marking on completion of practical lessons, ability to work safely and hygienically, knowledge of free-range vs battery farmed produce, what organic foods are and how they are categorised as such, what is "Fairtrade", what sort of products can we buy fairtrade, benefits for buying fairtrade product. <p>Cultural- May 25th is World Africa Day. For last practical of term, we will make chocolate truffles, using fairtrade African cocoa and chocolate.</p>	<p><u>Diabetes type II- Low in sugar, but just as sweet!</u></p> <p>This terms focus is on diabetes, students will learn difference between type 1 and type 2 diabetes, and how we can reduce sugars healthily.</p> <p>Theory</p> <ul style="list-style-type: none"> - What is diabetes? - Differences between type 1 and type 2 - Consequences of a high sugar diet. - Hidden sugars- where do we find them? - Easy "sugar swaps" - Planning my own dish- a diabetes friendly recipe. <p>Practical</p> <ul style="list-style-type: none"> - Spiced Cauliflower rice - Lettuce tacos - Carrot cupcakes - Oat raisin cookies - Students own dish - Ready Steady Cook! <p>Assessment</p> <ul style="list-style-type: none"> - End of term quiz (/10) - Practical assessment, production of their own dish, a low sugar/ low carb diabetes friendly recipe. - End of term assessment: marking on completion of practical lessons, ability to work safely and hygienically, knowledge of diabetes, the difference between type 1 and type 2 diabetes, and how to cater appropriately for type 2 diabetics. <p>Cultural- Type 2 diabetes is one of the biggest dietary concerns in UK at the moment, heavily affecting children as well as adults.</p>

<p>Year 9 International cuisine, teenage nutritional needs.</p> <p>Offsite learning- Year 9 learners to learn about international cuisine further as a specialism by going to Yo Sushi sushi school (Bristol Cabot circus= closest).</p> <p>YO! DesignMyNight https://yo-sushi.designmynight.com/</p>	<p>Europe France, Italy, Greece, Spain.</p> <p>Introduction to the course, Y9 focus is International cuisine, each term focuses on a different continent, and each week a different country. This term focus is European cuisine.</p> <p>Theory</p> <ul style="list-style-type: none"> - Introduction to yearly topic. - European cuisine. - Common culinary terminology - French veg knife cuts. - Teenage nutritional needs - Macronutrient: Carbohydrates <p>Practical</p> <ul style="list-style-type: none"> - Patatas Bravas - Gyros - Risotto - Jalousie - Schnitzel and coleslaw - Pierogi - Black history month: stuffed peppers - Halloween: candied/choc apples <p>Assessment</p> <ul style="list-style-type: none"> - End of term quiz (/10) - End of term assessment: marking on completion of practical lessons, ability to work safely and hygienically, understanding of various dishes within European cuisine (different countries and dishes), understanding of key nutrients for healthy adolescent growth. <p>Cultural- Black history month, production of an "African Stuffed Peppers", incorporating European and African cuisine. Halloween enrichment- Halloween culinary traditions.</p>	<p>North America Skills from the states!</p> <p>This term focusses on food from North America. We will learn about common celebrations (e.g. thanksgiving), North Americas connection to our British food, the influence S. America has.</p> <p>Theory</p> <ul style="list-style-type: none"> - Introduction to North American Cuisine. - Macronutrient: Protein - Mexican cuisine- a mix of North and South. - Immigrational influences on North American cuisine. - Planning my own European or American inspired recipe. <p>Practical</p> <ul style="list-style-type: none"> - Sweet Potato Pie - KFC Chicken burger - Spicy Tortillas - Hot dogs & pico de gallo - New York Cheesecake - Students own dish. - Xmas enrichment: turkey pies. <p>Assessment</p> <ul style="list-style-type: none"> - End of term quiz (/10) - Practical assessment, research into countries of their choosing, and production of their own dish, inspired by European or North American cuisine. - End of term assessment: marking on completion of practical assessment, completion of lessons, knowledge of North American cuisine (classic and regional variations), how USA food has been influenced by immigration, and how US immigration has influenced us. <p>Cultural- Celebrating American cultural celebrations, such as thanksgiving- teaching learners about native American history and culture, noting importance of tolerance.</p>	<p>South America Argentina, Brazil, Chile, Peru</p> <p>This term focuses on food from South America. It teaches students that a lot of foods we associate with other countries (chillies/ India, tomatoes/Italy) came from South America.</p> <p>Theory</p> <ul style="list-style-type: none"> - Introduction to South American dishes - Macronutrient: Fat - Enriched dough: science - Micronutrients: vitamins - Micronutrients: minerals. <p>Practical</p> <ul style="list-style-type: none"> - Chimmi churri pork - Empanadas - Golfeados - Feijoada - Gallo Pinto - Chocolate tarts <p>Assessment</p> <ul style="list-style-type: none"> - End of term quiz (/10) - End of term assessment: marking on completion of practical lessons, ability to work safely and hygienically, knowledge of South American culture and cuisine, being able to identify several vitamins and minerals, their sources and their functions in the body. <p>Cultural- This term will discuss how South Americas cuisine is heavily affected by Catholicism, and how many dishes centre around biblical traditions. When make chocolate tart, we will discuss tribal Aztec traditions, and how this affects modern chocolate consumption.</p>	<p>Asia China, Japan, India, Thailand</p> <p>This term focusses on food from Asian countries. We will learn about the fast and nutritious cookery method of stir frying from China and Japan, and the low and slow curried stews of India.</p> <p>Theory</p> <ul style="list-style-type: none"> - Introduction to Asian dishes. - Allergens & Natashas law. - Cookery Method: stir frying - Cookery method: stewing - Common food pathogens - Planning my own Asian/ os A. American dish. <p>Practical</p> <ul style="list-style-type: none"> - Curry & naan bread - Pad Thai - Sweet & Sour Pork - Sushi, or Yaki Soba - Students own dish <p>Assessment</p> <ul style="list-style-type: none"> - End of term quiz (/10) - Practical assessment, research into countries of their choosing, and production of their own dish, inspired by South American or Asian cuisine. - End of term assessment: marking on completion of practical lessons, ability to work safely, knowledge of Asian cuisine, practical proficiency and theoretical understanding of stewing and stir frying as cookery methods. <p>Cultural- Asian countries religions will be discussed, with Hinduism and Buddhism affecting what foods are eaten or not eaten in India/ China/Japan. When making and discussing stews, it will be explained that stews all over the world are made, to try and cut food costs down (food prices).</p>	<p>Africa Morocco, Egypt, Nigeria.</p> <p>This term focusses on food from African countries. We will learn about the main differences between North and South African cuisines, and will discuss how economy of food affects what we eat.</p> <p>Theory</p> <ul style="list-style-type: none"> - Introduction to African cuisine. - Cultural foods- the middle east. - Cookery method: poaching - Global food poverty <p>Practical</p> <ul style="list-style-type: none"> - Moroccan tagine - Chicken Shawarma - Shakshuka - Lamb and jollof rice - Bunny Chow - World Africa day: making Piri Piri sauce. <p>Assessment</p> <ul style="list-style-type: none"> - End of term quiz (/10) - End of term assessment: marking on completion of practical lessons, ability to work safely and hygienically, a strong cultural understanding of halaal food practices, an understanding of global food poverty and the impact of rising food costs. <p>Cultural- Celebrating world Africa day, by making homemade piri piri sauce. African food is not very popular in the U.K yet, however, one of the most popular African brands in the U.K is Nandos- we will learn about its culinary history.</p>	<p>British & Fusion Dishes Celebrating multiculturalism</p> <p>This term focusses on "Fusion foods", modern dishes that have been influenced by another, or classic British foods that have been impacted by British empire.</p> <p>Theory</p> <ul style="list-style-type: none"> - Introduction to fusion cuisine. - History of the chicken tikka masala - Explanation of British fusion cuisine/ Empire - High risk foods - Nutritional labelling. <p>Practical</p> <ul style="list-style-type: none"> - Chicken tikka masala - Scotch eggs & HP sauce - Chicken coronation - Sticky toffee pudding - Students own dish. - Ready steady cook. <p>Assessment</p> <ul style="list-style-type: none"> - End of term quiz (/10) - Practical assessment, research into countries of their choosing, and production of their own dish, inspired by fusion cuisine. - End of term assessment: marking on completion of practical assessment, ability to work safely, understanding of fusion cuisine, and how multiculturalism has affected British cuisine. <p>Cultural- Celebrating the fact in Great Britain we live in a multicultural society, which has been influenced by our past and our heritage.</p>

Key Stage 4- SKILLS AND ECONOMISE

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
<p align="center">Year 10 BTEC Level 1 Home Cooking Skills</p> <p align="center">Offsite learning- Bertinet baking cookery class (Bath cookery school).</p> <p>NB: Homework completion, once a month student cooks at home, takes a photo- this is required evidence for the qualification, and to show learner is capable of progressing onto the Level 2 Programme.</p>	<p><u>Introduction to course</u> <u>Baking, Stewing and Steaming</u></p> <p>Introduction to BTEC Level 1 Home Cooking qualification. Explanation of course expectation, how course is evidenced/assessed.</p> <p><u>Theory</u></p> <ul style="list-style-type: none"> - Introduction to the BTEC level 1 course, course expectations. - Hygienic food prep. - Safe food storage - Importance of weights and measures - Knife safety & knife skills - How to write a recipe and time plan. - Students own dish: dish including 3 x knife cuts. <p><u>Practical</u></p> <ul style="list-style-type: none"> - Apple pie & custard - Steamed fish, Asian salad - Beef goulash & orzo - Enchiladas - Fruit skewers & biscuits - French knife skills - Term 1 Assessment: 1 x dish with numerous knife skills evident. <p><u>Assessment</u></p> <p>Completion of pages 4 and 5 of BTEC Level 1 Home Cooking skills booklet. Page 4 is regarding hygiene and safety for cooking, page 5 is regarding basic rules for kitchen safety.</p> <p>Cooking assessment end of term 1, full time plan produced, a dish produced demonstrating complex knife skills.</p> <p>Cooking homework is completed, for evidence, demonstrating throughout the year learners are able to cook from home.</p>	<p><u>Different cookery methods</u> <u>Grilling & Frying</u></p> <p>We explore grilling and frying closer as specific cookery methods, learning more about what items are suitable for grilling/frying (lean means/ quick cook items).</p> <p><u>Theory</u></p> <ul style="list-style-type: none"> - Re cap on hand-washing rules, pathogens that can be spread via poor hygiene. - How to plan a nutritionally balanced meal. - Completion of page 6 of BTEC booklet: how is home cooking helpful to you. - Commodities study: Fruit - Commodities study: Veg - Different cookery methods - Working on time plan for second assessment dish. <p><u>Practical</u></p> <ul style="list-style-type: none"> - Steak & pomme Arlie - Korean chicken burger - Fruit and custard tart - Cottage pie, piped top. - UK Breakfast - English Fried Breakfast - Term 2 Assessment: 1 x dish that is high in fibre, and has at least 2 x cooking methods <p><u>Assessment</u></p> <p>Completion of part of page 6 of Home Cooking skills booklet. This is connected to how we plan healthy and nutritious meals, and how having home cooking skills can be helpful to us.</p> <p>Cooking assessment end of term 2, full time plan produced, a dish produced that has a high dietary fibre content, and that demonstrates at least 2 x cookery methods.</p> <p>As in previous terms, Nov and Dec cooking homework submitted.</p>	<p><u>Commodities: Soups & Breads</u> <u>Roasting, Boiling & Breads</u></p> <p>We explore roasting and boiling as cookery methods, learning what items are suitable for roasting/boiling (e.g. prime cuts of meat) We will also learn bread techniques</p> <p><u>Theory</u></p> <ul style="list-style-type: none"> - Equipment/appliance safety. - Completion of page 6 of BTEC booklet: how can you pass cooking information onto others. - Commodities study: Soups, stocks and sauces - Commodities study: Breads - Working on time plan for third assessment dish. <p><u>Practical</u></p> <ul style="list-style-type: none"> - Chicken paillard. - Sunday roast dinner - Soup & bread rolls - Soup and bread (different varieties). - Term 3 Assessment: 1 x dish that contains a baked bread item, and also that completes two preparation or cookery skills from their BTEC list that they have not demonstrated on the course yet. <p><u>Assessment</u></p> <p>Completion of part of page 6 of Home Cooking skills booklet. This is connected to how we teach the home cooking skills we have learnt with others, to help healthy home cooking become the norm.</p> <p>Cooking assessment end of term 3, time plan produced, a dish produced that contains a bread item, and that demonstrates BTEC skills not completed on their skills log at this stage on the course.</p>	<p><u>Benefits of home cooking</u> <u>Pasta, Exam preparation</u></p> <p>We learn how to make pasta from scratch (using a pasta machine), then research, plan and practice our BTEC Level 1 Assessment dish.</p> <p><u>Theory</u></p> <ul style="list-style-type: none"> - Commodities study: Pasta and pasta dishes - Learn about how home cooking skills can be useful to you. - Re-cap on the above, and then completing (in good written detail), how home cooking skills can be useful to you. - Practical exam brief explained, recipe selected. - Analysis of trial exam dish #1. Either choosing another recipe to trial, OR, deciding that this will be assessment dish, and start to write time plan. - Analysis/ editing of trial dish #2 - Final preparations made for final assessment week back after Easter <p><u>Practical</u></p> <ul style="list-style-type: none"> - Pasta carbonara - From Scratch Lasagne - Curry and chutneys. - Trial exam dish #1 - Trial exam dish #2 - Mock exam. <p><u>Assessment</u></p> <p>Final assessment term 4 will be in the mock exam at the end- it will ensure that all planning and paperwork is ready for final BTEC Cooking assessment in the week back after Easter. Successful mock completion.</p>	<p><u>BTEC Level 1 final exam</u> <u>Exam and folder completion</u></p> <p>We complete students final BTEC Level 1 Home Cooking Assessment- 1 x nutritionally balanced dish, completed in 1 hour 40 minutes. We complete folders.</p> <p><u>Theory</u></p> <ul style="list-style-type: none"> - Exam reflection. - Completion and signing off of all necessary paperwork in BTEC folder, in readiness for submission to Pearsons. - After folder completion, research and completion of a Recipe Book. <p><u>Practical</u></p> <ul style="list-style-type: none"> - Final BTEC Level 1 Home Cooking exam (first week back after Easter. If learner is absent, mock exam may be used in proxy). - Celebration meal (party food), after completion of folder. - Students own researched and designed recipes - (Optional) Competition work. <p><u>Assessment</u></p> <p>See above, BTEC Level 1 Home Cooking assessment. In the assessment, learners must: Have selected a suitable recipe (assignment title "cooking for a friend")- a nutritionally balanced meal that can be produced in 1 hour 40, demonstrating numerous practical skills.</p>	<p><u>Recipe book creation</u> <u>Recipe Book & Competitions</u></p> <p>In the last 8 x weeks of term (3 x weeks of term 5, 5 x weeks of this term), students will develop their own recipe book, to be printed at end of year.</p> <p><u>Theory</u></p> <ul style="list-style-type: none"> - Theory lessons every week will be spent editing their recipe book, choosing recipe for the following week, and creating a shopping list (for either teacher to purchase, or student to purchase from local shop, to promote independence skills). <p><u>Practical</u></p> <ul style="list-style-type: none"> - Weeks 1-5 of this term, producing their own chosen recipe. - Week 6, producing items ready for the end of school Summer fair. - Last week of school, Ready steady cook activity- a random selection of ingredients, producing a dish. <p><u>Assessment</u></p> <p>No formal assessment in this last term (unless there have been any issues re: re-assess of BTEC Pearsons folder, which teachers would find out from awarding body in June)</p> <p>Assessing how student has done this term, will be in relation to the quality of their Year 10 produced recipe book (how much information it contains, how their recipes have been developed, how professional this looks, etc.)</p>

<p style="text-align: center;">Year 11 BTEC Level 2 Home Cooking Skills</p> <p style="text-align: center;">Offsite learning- Factory visit (exact factory tbc), to explore career option of New Product Development.</p> <p>NB: Homework completion, once a month student cooks at home, takes a photo- this is required evidence to pass the level 2 qualification, evidence for unit 4.1.</p>	<p><u>Introduction to course</u> <u>Complex Starter dishes</u></p> <p>Introduction to BTEC Level 2 Home Cooking qualification. Explanation of course expectation, how course is evidenced/assessed. Dishes focus on starters, based on BTEC level 2 2-course assessment model.</p> <p><u>Theory</u></p> <ul style="list-style-type: none"> - Introduction to BTEC level 2, course expectations. - Re-cap on the Eatwell guide, different sections. - Starters- different varieties from different countries/ cultures. - Re-cap on Food hygiene and personal hygiene. - How to write a dovetailed recipe and time plan. - Students own dish: 2 x starter dishes (one of which must be suitable for vegans). <p><u>Practical</u></p> <ul style="list-style-type: none"> - Eggs Benedict - Roast Vegetable Tart - Tempura and dip - Trio of Bruschetta - Caesar Salad - Knife skills demo - Term 1 assessment: 2 x starter dishes (one suitable for vegans). <p><u>Assessment</u></p> <p>Completion of pages 4 and 5 of BTEC Level 2 Home Cooking skills booklet. Page 4 is regarding hygiene and safety for cooking, page 5 is regarding basic rules for kitchen safety.</p> <p>Cooking assessment end of term 2, full time plan produced, a dish produced demonstrating 2 x dishes, one suitable for vegans.</p> <p>Cooking homework is completed, for evidence, demonstrating throughout the year learners are able to cook from home.</p>	<p><u>Main courses with many elements</u> <u>Complex Main courses</u></p> <p>Students will explore main courses with multiple elements. Savoury main meals with side dishes or several preparation/ cookery techniques associated with them.</p> <p><u>Theory</u></p> <ul style="list-style-type: none"> - Main courses- different varieties from different countries, how we add complexity to dishes we learnt in Level 1/ KS3. - HACCP/RIDDOR/ Food storage. - Economical eating- seasonal produce - Economical eating- ingredient choice. - Completion page 15 of booklet, regarding how to economise when cooking at home. - Students own dish: 1 x main course, served with at least 2 x side dishes. <p><u>Practical</u></p> <ul style="list-style-type: none"> - Lamb/ steak & dauphinoise - Chickpea burger and slaw. - Beef bourguignon (or coq au vin) with vegetables. - Chicken hotpot & sides. - Pork, ratatouille, Potato. - Term 2 assessment: main course with 2 side dishes. - Christmas enrichment: Christmas cakes. <p><u>Assessment</u></p> <p>Completion of part of page 16 of Home Cooking skills booklet. This is connected to how we economise with meals at home- needs to be completed in good detail.</p> <p>Cooking assessment end of term 2, full dovetailed time plan produced, a main course with 2 x side dishes.</p> <p>As in previous terms, Nov and Dec cooking homework submitted.</p>	<p><u>Desserts with homemade elements</u> <u>Complex Desserts</u></p> <p>Students will explore complex desserts with homemade aspects (homemade pastry, custard, sponges, ganache- items they may have used part-prepared in KS3/L1).</p> <p><u>Theory</u></p> <ul style="list-style-type: none"> - Economic eating- branded vs own brand products. - Economic eating- bulk cooking, and the rising price of energy/ energy use. - Desserts- pastry, biscuits. - Dessert- cold, sponge and set desserts. - Students plan own dish: a complex dessert product, with a sauce. <p><u>Practical</u></p> <ul style="list-style-type: none"> - Steamed sponge and crème anglaise - Victoria sponge cake. - Pannacotta, coulis, biscuits - Chocolate ganache tart - Fruit presentation skills. - Term 3 assessment dish, producing a complex dessert (e.g. homemade pastry, sponge, or set), with a sauce. <p><u>Assessment</u></p> <p>Cooking assessment end of term 3, dovetailed time plan produced, a complex dessert dish (i.e. one that contains a skilled homemade part, such as dessert pastry, sponge, meringue, several layers etc.) With an accompanying sauce.</p> <p>At this point in course, they are to look at their skills checklist on their BTEC Learner Cooking record, and see if they can incorporate any of their preparation skills or cookery method into their assessment dish that they have not currently yet completed.</p> <p>As in previous terms, Jan and Feb cooking homework submitted.</p>	<p><u>Exam preparation</u> <u>Selection/trialling exam dishes</u></p> <p>Students will have their exam brief re-explained to them, in detail, and learners will begin researching, planning and producing these dishes.</p> <p><u>Theory</u></p> <ul style="list-style-type: none"> - Researching/ selecting 4 x dishes. - Reflect on trial dish #1. - Reflect on trial dish #2. - Reflect on trial dish #3. - Reflect on trial dish #4. - Once 2 dishes have been chosen for their final exam, students create time plan, and necessary paperwork. <p><u>Practical</u></p> <ul style="list-style-type: none"> - Trial dish #1 - Trial dish #2 - Trial dish #3 - Trial dish #4 - Full mock examination. <p><u>Assessment</u></p> <p>In this whole term, level 2 students will be preparing for their BTEC final examination.</p> <p>It is important that by the end of this term, that their folders are organised, with all necessary paperwork being completed- as soon as term 5 starts, students do final exam.</p> <p>Mock exam will be completed, this will need to be completed in exam conditions- as in case of absence or illness, this mock exam may need to be used for evidence. Students may need to be off usual timetable for this.</p> <p>As in previous terms, March and April cooking homework submitted. All homework to be ready to submit w/c 22nd April.</p>	<p><u>BTEC Level 2 final exam</u> <u>Exam and folder completion</u></p> <p>Students will complete their end of year BTEC cookery examination, where they have 2 x hours to produce a 2 course meal, of their choosing.</p> <p><u>Theory</u></p> <ul style="list-style-type: none"> - Reflection of final examination. - Signing off of necessary paperwork ready for Pearsons submission. - Students to ensure all work in folders are correct and up to date, including completed theory work, completed recipe reflection sheets, and correct assessment planning documents. <p><u>Practical</u></p> <ul style="list-style-type: none"> - BTEC level 2 two-course cookery examination. - "Party Food" (fun celebration practical week after exam. - Students own researched and designed recipes <p>(See notes next term- GCSE students from week 3 of this term to be off-timetable, to prepare for GCSE examinations.</p> <p><u>Assessment</u></p> <p>This is the students final BTEC Level 2 Home Cooking examination. Learners have 2 x hours to produce a 2 x course meal, using recipes they have chosen.</p> <p>If any students work gets rejected, re-assess may be necessary.</p>	<p><u>No Term 6 for GCSE learners</u> <u>If not taking GCSEs:</u> <u>Recipe book completion.</u></p> <p>(see notes last term) If learners have GCSE exams this year, learners will not attend Food Technology lessons from 6th May (3rd week of term 5) onwards. This is also to free curriculum time in Term 6, to teach Year 6 Primary Progress.</p> <p>If not in their GCSE year, plan for last 8 x weeks of year is to develop their own recipe book.</p> <p><u>Theory</u></p> <p>Theory lessons every week will be spent editing their recipe book, choosing recipe for the following week, and creating a shopping list (for either teacher to purchase, or student to purchase from local shop, to promote independence skills).</p> <p><u>Practical</u></p> <ul style="list-style-type: none"> - Weeks 1-5 of this term, producing own recipe. - Week 6, producing items for summer fair. - Last week of school, Ready steady cook activity- a random selection of ingredients, producing a dish. <p><u>Assessment</u></p> <p>No formal assessment in this last term (unless there is a requirement for re-assessment of learner work, which teachers would be informed by awarding body Pearsons in June)</p> <p>Assessing how student has done this term, will be in relation to the quality of their Year 11 produced recipe book (how much information it contains, how their recipes have been developed, how professional this looks, etc.)</p>

Key Stage 5- LIFE SKILLS AND INDUSTRY

There are numerous options for learners progressing onto sixth form with us at North Hill House. If year 12 learners have either A)Not originally studied BTEC Food in Y10/11 as KS4 choice subjects, B) Have failed to pass BTEC L1 or L2 in Y10/11, or C)are new students to the school, they would follow the same Year 10 and Year 11 curriculum plans as above, completing L1 and L2 BTEC Home Cooking sequentially.

If they have passed BTEC Level 1 and 2 already, they then currently have the following options in sixth form:

- **Completing an ASDAN Foodwise Short course.** This is so that they can continue their practical cookery and independent living skills, whilst studying their other A Levels/functional qualifications of choice.
- **Completing an ASDAN Level 3 EPQ Qualification.** This is for learners who are interested in progressing into Higher Education, or learning more about project/ business management, as this course awards UCAS Points, and it is independently led.
 - **Level 3 BTEC Hospitality-** This is a full time KS5 qualification, with employability linked in, so this would primarily be for learners who wanted to progress into a career or apprenticeship within the Catering & Hospitality Industry.

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
<p>Sixth Form ASDAN Foodwise Short Course</p> <p>Offsite learning- Each term, learners will have 1 x homework module.</p> <p>Term 3- Visit to a restaurant, in connection with Module 3: A5.</p> <p>At an appropriate date in Term 2 (connected to Module 2 B:1: Complete a recognised food hygiene certificate): Highfield Food Hygiene Certificate completion (half-day, for Y10/11/6TH form learners).</p> <p>Qualification is Module based, ages 13-18.</p> <p>This is the KS5 16-18 full module version- Please see separately for simplified version of course, for KS3/KS4 learners.</p>	<p>Introduction to course- Food Groups and Nutrients Intro to the course. Course has 7 modules (delivered via 1x50 min theory, and 1 x 1hr 40 min practical lessons): - Module 1: Healthy Eating - Module 2: Basic Food Safety - Module 3: Food prep & presentation - Module 4: Cooking on a budget - Module 5: Entertaining - Module 6: The Food Industry - Module 7: Practical Cooking Skills (Module 7 completed via the practicals) Theory- Nutrition -Introduction to course. -Protein, Fats, Carbs- Leaflet, explaining how much we need of each, what foods contain them, and recipe high in each. - Vitamin A, B, C and D, Calcium, Iron, Sodium, fibre and water)- leaflet. - Planning one-pot meal (end of term)</p> <p>Practicals- Homemade vs Ready Made <i>Each practical links to 1A5- comparing them to the healthy ready meal version.</i></p> <ul style="list-style-type: none"> • Pork Burrito • Chicken Tagliatelli • Cottage Pie • Chicken & chorizo Paella • Chicken tikka & rice • Dish of choice (One Pot Meal). <p>Assessment Completion and signing off Module 1 Module 1, A1: Identify importance of protein, fat, carbs, benefits to the body. Module 1, A2: Identify the importance of vitamins a, b, c and d, calcium, iron, sodium, fibre and water. Module 1, A5: Compare “healthy ready meal” options with home cook versions. Module 1, A6: Plan and make a one-pot healthy meal (end of term assessment) Module 1, B2: Keep a food diary for one week, compare nutrition with another.</p>	<p>Basic Food Safety- Hygienic Food, and Food Preparation Skills Correct hand-washing procedures , washing up/ cleaning procedures, how to avoid cross-contamination.</p> <p>Theory- Basic food safety -Introduction to food safety. - Create a poster on personal hygiene- how to maintain. - Create comic strip on correct procedures on washing your hands. - Storing food safety- chart and picture evidence. -Food preparation skills. - Best before vs. use by dates, history of usage, pros and cons of current legislation. - Planning a “fussy kid” meal high in fruit and veg (at least 2/ 5 a day)</p> <p>Practical- Easy ways to 5 a day.</p> <ul style="list-style-type: none"> • Homemade Pizza • Gourmet macaroni Cheese • Fruity muffins/ cakes. • Chicken & veg couscous • Chicken chow mein • Dish of choice (5-a-day meal for fussy eaters). <p>Assessment Completion & signing off Module 2 Module 2, A1: Poster on good personal hygiene around food. Module 2, A2: Poster on how foods should be stored, picture evidence of student demonstrating this. Module 2, A4: Leaflet on best before dates, pros and cons. Module 2, A7: Comic strip display on hand-washing procedures. Module 3, A1: 5 a day meal for kids Module 2, B3: Cook 2 x dishes at home, email in pictures of the 2 x dishes, a pic of washing up, a pic of an organised/ hygienic fridge.</p>	<p>Practical Cookery Skills- Food Presentation & Cooking on a budget Food preparation and presentation skills, learning how to economise, planning a simple 2 course meal.</p> <p>Theory- Food preparation</p> <ul style="list-style-type: none"> - Learn about all the different french knife cuts. - Discuss different cookery methods, learners to understand pros and cons. - Plan a 2 course meal presented in different ways. <p>Practical- Takeaway favourites</p> <ul style="list-style-type: none"> • Fish and chips (knife skills- slice, dice, baton, Paysanne). • Chinese Curry & rice • Chicken shish kebabs • Homemade Beef Burgers. • Copy of a meal you have had in an open restaurant. • 2 x course meal of choice (plated in 3 x different ways) <p>Assessment Completion & signing off Module 3. Module 3, A2- Information leaflet on the different knife cuts/ knife safety. Module 3, A3- Table on pros/ cons of different cookery methods. Module 3, A5- Visit an open restaurant, re-create meal at school. Module 3, B1- Plan/prepare a simple 2 x course meal, plated differently. Module 4, A3- Create a costed week healthy meal plan for a student. Module 4, A8- Compare costs of different types of takeaway vs homecooked. Make presentation n why we choose to get takeaways. Module 4, A9- Find a recipe you’d like to cook, cost it- then suggest 3 x ways you could reduce the cost of the product.</p>	<p>Economical Eating, and Entertaining Events! Continue to learn how to budget using cheaper ingredients, and then planning food related events.</p> <p>Theory- budget and events -Learn about different economical cuts of meat. Decide on an economical mince meal to make. -Learn about event organising- how to plan (Eden project big lunch). - Design a celebration dinner to make at home, create a menu card. -Watch cookery programme, write review on what to do (and not do!) when catering for large groups.</p> <p>Practical- Best of British</p> <ul style="list-style-type: none"> • A mince or sausage based recipe (Cornish pasties, sausage rolls, toad in hole). • Scones & party food. • Scottish shortbread & raspberries. • Afternoon tea/ buffet event, for teachers/LSAs • Sunday roast dinner • Dish of choice (British). <p>Assessment Completion of Module 4. Module 4, A10- Choose a cheaper cut of meat (mince or sausages), note 3 recipes, make one of them. Module 4, B5- Organise a school food event, budget & cook for this. Module 5, A1- Create a list of 10 tips for a successful foodie event. Module 5, A2- Plan a celebration meal for home, make a menu card. Module 5, A7- Research British food, produce a British meal. Module 5, A3- Cook the celebration meal that you planned for in Module 5:A2, take photos.</p>	<p>The Food Industry, Planning for the NHH Big Lunch event. Learners assist in prep for NHH Big Lunch (T6 week 1). They will learn how the food industry works.</p> <p>Theory- planning & food industry -Specification given for NHH Big Lunch event. - Food advertisement analysis- target audience/ main messages. -Differences in food 50 years vs now. - Discuss current increased pressure from media regarding body image -Look at practicals made so far in year, link this to the preparation/ cooking methods listed in Module 7, ensure all are completed.</p> <p>Practical- Global cuisine Students may also suggest countries. - Meat & Haloumi Souvlaki (Greece) - Sachertorte (choc cake!) (Austria) - Beef/ veg Empanadas (Argentina) - Homemade KFC & slaw (USA!) -Dish of choice (international choice)</p> <p>Assessment Completion of Module 6 and 7. Module 6, A1- collect/ compare advertisements, target audience. Module 6, A2- Find out what kind of foods people ate 50 years ago, compare this to now. Module 6, A3- Make a poster about food & body image issues. Module 7, A1- Have demonstrated various preparation and cookery skills over course of year. Module 7, B1- End of term dishes Terms 1-5 used as evidence for creative skills and cookery techniques. Module 6, A4- Learn about global cuisine in theory lessons at school, made a world food meal at home.</p>	<p>Eden Projects’ Big lunch, Reflecting on performance Finishing of course and reflecting on performance.</p> <p>Theory The last module/ credit they will complete on their ASDAN course will be in connection with the NHH Big Lunch, hosted on first Friday of Term 6. After this they complete</p> <p>Practical Practicals will be led via learner choice, working with teachers on dishes they’d like to make.</p> <p>Assessment Completion of Module 5 (B5). (Other agreed) Assist in the menu planning, organising and communicating regarding NHH Big Lunch event (Term 6, week 1) Student complete Summary of Achievement. Student completes Personal statement. Signing off ASDAN folder. Teachers to complete by Friday 12th June. Internal Moderation/ verification completed by 19th June. Any amendments to be made Course signed off/ certificates ordered by 30th June deadline. No student homework in T6.</p>

<p><u>Sixth Form</u> ASDAN Level 3 <u>Extended Project</u> <u>Qualification</u></p> <p>For academic learners completing A levels/ intending on pursuing Higher Education.</p>	<p>Am currently awaiting certification for our school to be able to offer this qualification- I am attending a training course on this programme in November 2025. This would be delivered to suitable learners academic years 2026-2027.</p>	<p>A scheme of work will be developed for this course once I have received adequate training on qualification.</p>				
<p><u>Sixth Form</u> BTEC Level 3 <u>Hospitality</u> A full time qualification for KS5 learners intending on pursuing a career within the catering and hospitality industry</p>	<p>Thus far there have been no KS5 learners at this centre since development of this curriculum interested in pursuing a career in professional cookery.</p>	<p>A scheme of work will be developed for this course once there is a learner interested in pursuing this potential career route and qualification with us.</p>				

BESPOKE: Key Stage 3 Hive

Each year will change for Key Stage 3 Hive (so dishes may vary), reflecting on the additional, differentiated complex and individual needs of this group of learners. The focus for our HIVE learners is that food and cooking is fun, it isn't anything to be scared of, and Food Technology lessons are in an unpressurised environment to explore personal food preferences and sensory feelings around food, diet and drinks. Recipes are simple and nutritious. They focus on a rule of 5 ("High Five Hive!"); all practical lessons (One a week, a double 1 hour 40 minute lesson) have no more than five ingredients (bar oil, salt, pepper and sugar), and no more than five steps. At the end of term, they get to cook a dish "whatever they want", as a reward, for good adherence to course.

KS3 HIVE- Food and Fun						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>High Five Hive (KS3 Hive)</p> <p>Food and Fun</p> <p>5 x ingredients</p> <p>5 x Steps</p> <p>5 x More Fun!</p> <p>Offsite learning- By the end of the year, all of us as a group go and enjoy a meal together, in a local café/ restaurant.</p>	<p><u>Baking- Sweet & Savoury</u></p> <p>Focussing on baking as a cookery method, demonstrating various preparation techniques.</p> <p><u>Theory</u></p> <ul style="list-style-type: none"> -Introduction to course - Importance of eating a balanced and healthy breakfast. - Explanation of baking as a cookery method (dry) - Explanation of different fat incorporation methods (rubbing, folding, creaming). - Baking crossword - Deciding on a dish to make at end of term. - End of term quiz (on baking). <p><u>Practicals</u></p> <ul style="list-style-type: none"> - Pizza Pinwheels - Milkshakes & muffins - Cheesy potato bake. - Apple Crumble - Meatballs & pasta - Cheese pastry triangles. - Cook what we want! <p><u>Assessment</u></p> <ul style="list-style-type: none"> -End of term quiz (/10) -End of term assessment: marking on completion of practical lessons, ability to work safely and hygienically, baking techniques displayed. <p><u>Cultural:</u> Halloween learning & enrichment end of term.</p>	<p><u>Colourful Creations</u></p> <p>Learning different colour foods contain different nutrients, so it's good to eat the rainbow!</p> <p><u>Theory</u></p> <ul style="list-style-type: none"> - Introduction to topic - Red foods, Vitamin Bs - Orange foods, Vitamin A - Yellow foods, Vitamins C - Green foods, Iron - Blue/Pink/Purple foods-Antioxidants. - Deciding on a dish to make at end of term. - End of term quiz (on nutrients). <p><u>Practicals</u></p> <ul style="list-style-type: none"> - Chicken Kebabs - Spanish Paella - Ham & Veg Fried Rice - Flower Focaccia Breads - Beany quesadillas & dip - Apple & cranberry pies - Cook what we want! <p><u>Assessment</u></p> <ul style="list-style-type: none"> -End of term quiz (/10) -End of term assessment: marking on completion of practical lessons, ability to work safely and hygienically, healthy and colourful meals produced. <p><u>Cultural:</u> Xmas and Hannukah learning and enrichment end of term (Christmas fair on last day)</p>	<p><u>Protein for Muscles.</u></p> <p>Learning what foods contain protein, the importance of protein for growing adolescents.</p> <p><u>Theory</u></p> <ul style="list-style-type: none"> - Introduction to topic. - Why do adolescents need more protein? - Different types of protein. - Protein wordsearch. - Deciding on a dish to make at end of term. - End of term quiz (on role of protein in the body) <p><u>Practicals</u></p> <ul style="list-style-type: none"> - Shepherd's pie - Chilli con carne - Chicken curry - Homemade burgers - Fishfingers & wedges - Cook what we want! <p><u>Assessment</u></p> <ul style="list-style-type: none"> - End of term quiz (/10) - End of term assessment: marking on completion of practical lessons, ability to work safely and hygienically, understanding of protein as a macronutrient. <p><u>Cultural-</u> January is "Veganuary", students to learn benefits of including more plant based foods in their diets.</p>	<p><u>Calcium for healthy teeth</u></p> <p>Learning what foods contain calcium, the importance of it for healthy bones/teeth.</p> <p><u>Theory</u></p> <ul style="list-style-type: none"> -Introduction to topic -Importance of calcium protecting teeth and bones during childhood. -Role that Vitamin D plays in the absorption of calcium. -Calcium poster -Deciding on a dish to make at end of term. -End of term quiz (on role of calcium in the body) <p><u>Practicals</u></p> <ul style="list-style-type: none"> - Layered cheesecakes - Pesto Pasta - Cheese straws and dip - Stand and stuff tacos - Brownies - Cook what we want! <p><u>Assessment</u></p> <ul style="list-style-type: none"> - End of term quiz (/10) - End of term assessment: marking on completion of practical lessons, ability to work safely and hygienically, understanding of calcium as a nutrient. <p><u>Cultural-</u> Easter related learning and enrichment end of term (Christmas fair on last day)</p>	<p><u>Fun Food for Packed Lunches</u></p> <p>Learning to make simple packed lunch foods, and to help grow independent cookery skills.</p> <p><u>Theory</u></p> <p>(Short term)</p> <ul style="list-style-type: none"> -Cover lesson (BTEC exams) - High risk vs low risk foods -Food hygiene, temperatures. -History of the sandwich! -Deciding on a dish to make at end of term. -End of term quiz (on how to handle high risk foods). <p><u>Practicals</u></p> <p>(Short term)</p> <ul style="list-style-type: none"> -Cover lesson (BTEC exams) - Sausage rolls - C.L.U.B sandwiches - Banoffee pudding pots -Cook what we want! <p><u>Assessment</u></p> <ul style="list-style-type: none"> End of term quiz (/10) -End of term assessment: marking on completion of practical lessons, ability to work safely & hygienically, knowledge of packed lunch foods being high risk foods/ extra care needed in preparing them <p><u>Cultural-</u> NHH & Eden projects big lunch, celebrating the strength of enjoying and sharing food within communities</p>	<p><u>Foods for the summer</u></p> <p>Learning what foods are seasonal in the summer, making fun foods for picnics.</p> <p><u>Theory</u></p> <ul style="list-style-type: none"> - Introduction to topic - Seasonality: Fruits. - Seasonality: Vegetables - Seasonality: Meat. - Benefits of eating seasonally. - Benefits of eating locally/ UK -Deciding on a dish to make at end of term. -End of term quiz (on how to handle high risk foods). <p><u>Practicals</u></p> <ul style="list-style-type: none"> - Chicken Caesar Salad - Homemade jam tarts - Baked potato & toppings - Chicken wraps - Pasta salad - Easy Summer Trifles - Cook what we want! <p><u>Assessment</u></p> <ul style="list-style-type: none"> - End of term quiz (/10) - End of term assessment: marking on completion of practical lessons, ability to work safely and hygienically, ability to identify reasons for eating foods seasonally. <p><u>Cultural-</u> June is pride month-colourful and rainbow related dishes, to celebrate LGBTQ+</p>

BESPOKE: Key Stage 4 Hive: ASDAN Foodwise.

Each year will change for Key Stage 4 ASDAN Foodwise (so dishes may vary), reflecting on the additional, differentiated complex and individual needs of this group of learners. For some learners, it is important for them to continue their cookery skills from key stage 3 through to key stage 4 (or from year 10 on to year 11), but they may find the BTEC Level 1/ Level 2 qualifications too challenging for them. So, enrolment on this course is recommended to these learners- to still encourage the learners to continue to grow and explore their cookery skills/ nutritional knowledge, without having the additional pressure of completing an end-point exam. This qualification has the flexibility of choosing however many challenges and modules to complete, as long as at least 1 full module is fully completed (for our higher needs learners, Module 7 on Practical Cookery skills would be the one I would at least recommend completing (as this can be completed through evidencing practical dishes throughout the year and reflecting on them). Non-specialist teachers may find this guide useful in delivery of this qualification- they are welcome to choose different challenges within the course booklet to suit their learners (though they need to remember in order to fully pass a module, their learners need to complete 4 x A challenges, and 1 x B challenges within that module). If they attend relevant ASDAN training, they may also create their own challenges.

ASDAN FOODWISE- KS4 Differentiated.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Key Stage 4 Hive: ASDAN Foodwise.</p> <p>Offsite learning- Any offsite learning should link to challenges within the ASDAN booklet- for example:</p> <p><i>Module 3 A5- Visit a restaurant and watch the chefs prepare the food. Reproduce one of the dishes yourself.</i></p>	<p><u>Baking- Sweet & Savoury</u> Focussing on baking as a cookery method, demonstrating various preparation techniques.</p> <p><u>Theory Lessons</u> -Introduction to course. - Working on poster/display on protein, fats and carbohydrates. - Working on “Traffic Light food” labelling information poster. - Researching and designing a one-pot dish to make</p> <p><u>Practicals</u> -Pizza Pinwheels -Milkshakes & muffins -Cheesy potato bake. -Apple Crumble -Meatballs & pasta -Own designed “one pot” meal -Last lesson: ‘Cook what we want!’</p> <p><u>Assessment</u> Learner should have completed: Module 1, A1: Poster/ display on protein, fat, carbohydrates. Module 1, A4: Using the internet, investigate the food traffic light system and produce a poster. Module 1, A6: Plan and make a one-pot healthy meal. Module 7, A(Practicals)- ticked off: -Accurate weighing -Preparation of fruit/veg -Following a recipe -Mixing -Knife skills. -Creaming, rubbing-in, melting. - Boiling and simmering. -Frying</p>	<p><u>Colourful Creations</u> Learning different colour foods contain different nutrients, so it’s good to eat the rainbow!</p> <p><u>Theory Lessons</u> - Learn about ready meals- benefits and negatives. In theory lessons, try different ready meals, and compare with homecooked meals. - Throughout term, write a ‘diet diary’ of what you eat in a week, and at end of term, compare and give recommendations. - Research the sort of foods English people and people around the world eat at Christmas, choose your own dish to make.</p> <p><u>Practicals</u> - Chicken Kebabs - Spanish Paella - Ham & Veg Fried Rice - Flower Focaccia Breads - Beany quesadillas & dip - Students own recipe choice associated with Christmas. - Cook what we want!</p> <p><u>Assessment</u> Module 1, A5: In a group, compare ready meals with homemade meals Module 1, B2: Keep a food diary for one week, compare nutrition with another example. Module 7, A(Practicals)-ticked off: -Grilling - Roasting Module 7, B (Practicals)- Cooking for different occasions (Christmas) Sign off Module 1, Healthy Eating</p>	<p><u>Protein for Muscles.</u> Learning what foods contain protein, the importance of protein for growing adolescents.</p> <p><u>Theory Lessons</u> - Deciding on a meal high in fruit and veg to make near end of term. <u>Practicals</u> - Shepherd’s pie - Chilli con carne - Chicken curry - Homemade burgers - Fishfingers & wedges - Cook what we want!</p> <p><u>Assessment</u> Module 3, A5- Visit an open restaurant, re-create meal at school.</p> <p>Module 3, A1: Plan and prepare a meal for kids high in fruit and veg.</p> <p>Module 7, B (Practicals)- Cooking for different dietary requirements (fussy children/ picky eaters!)</p> <p>Sign off Module 3, Food Preparation and Presentation</p>	<p><u>Calcium for healthy teeth</u> Learning what foods contain calcium, the importance of it for healthy bones/teeth.</p> <p><u>Theory Lessons</u></p> <p><u>Practicals</u> - Layered cheesecakes - Pesto Pasta - Cheese straws and dip - Stand and stuff tacos - Brownies - Cook what we want!</p> <p><u>Assessment</u></p>	<p><u>Fun Food for Packed Lunches</u> Learning to make simple packed lunch foods, and to help grow independent cookery skills.</p> <p><u>Theory Lessons</u></p> <p><u>Practicals</u> (Short term) -Cover lesson (BTEC exams) - Sausage rolls - C.L.U.B sandwiches - Banoffee pudding pots -Cook what we want!</p> <p><u>Assessment</u></p> <p>Sign off Module 7, Practical Cooking Skills</p>	<p><u>Foods for the summer</u> Learning what foods are seasonal in the summer, making fun foods for picnics.</p> <p><u>Theory Lessons</u></p> <p><u>Practicals</u> - Chicken Caesar Salad - Homemade jam tarts - Baked potato & toppings - Chicken wraps - Pasta salad - Easy Summer Trifles - Cook what we want!</p> <p><u>Assessment, Note:</u> Learners and those delivering may choose to work towards completion of another module- however, they should bear in mind packs will be handed in and checked for level of completion/ quality July 1st, so if they start a module this term, they would need to ensure to have adequate time to finish it by the end of the academic year (21st July).</p>

