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<p>Endeavour Federation Curriculum vision</p> 	<p>At the Endeavour Federation, we follow an adapted National Curriculum, with wellbeing central to everything we do. We offer a broad and balanced curriculum, with all students having the opportunity to study a range of subjects, following bespoke pathways. The study of these subjects, allows pupils to apply theoretical knowledge to the practical elements of the curriculum.</p> <p>We believe in all our students and have high expectations for their futures. A comprehensive package of both pastoral and learning support, delivered by highly trained staff, allows them to navigate their learning journeys and improve their life outcomes, becoming the best versions of themselves.</p>
<p>Food Technology curriculum vision</p> 	<p>Our curriculum aims to develop not only a love of cooking, but also a deep understanding of how food is produced and the vital role it plays in good health. Our curriculum aims to:</p> <ul style="list-style-type: none"> • Enable pupils to create exciting meals that are well presented. • Ensure that pupils have a clear and in depth understanding of the nutrients contained in the dishes that they create. • Ensure that pupils know not only the nutritional value of foods but also the function of those nutrients and the effect they have on health. • Give pupils a good understanding of hygiene and safety, how food processes work and food science. <p><u>Through food and nutrition, students will:</u></p> <ol style="list-style-type: none"> 1. Demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment 2. Develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks 3. Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health 4. Understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices 5. Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food 6. Understand and explore a range of ingredients and processes from different culinary traditions (British and international) and to inspire new ideas or modify existing recipes. <p>Food and Nutrition lessons aim to develop our students' curiosity and understanding of the world around them, through the products they use and the food they eat. The 'hands-on' practical aspects of the course serves to develop our students' skills and confidence using kitchen equipment. They find how to use equipment safely and appropriately, and how to select materials or ingredients according to their specific properties and uses.</p> <p>We want students to understand how simple it is to prepare their own food and to understand the of impact good food choices, on health and lifestyle. They learn about the main food groups and their nutritional value towards a healthy lifestyle. They learn about food storage and hygiene, think about food providence e.g. how and where it is produced. They develop a wide range of practical skills in the Food Rooms, preparing, cooking and presenting savoury and sweet dishes. The dishes chosen also reflect the cultural diversity found in the UK, also dishes students will be less familiar with from different cultures and countries around the world.</p>

Careers (CEIAG)	Cultural Capital	Enrichment Opportunities	Preparing for life in modern Britain	Literacy and Communication
				

	Autumn		Spring		Summer	
Year 5/6	Health and safety. Kitchen expectations. Cultural influences.	Personal hygiene and safety. Parts of the cooker and heat control.	British favourites. Food science.	Healthy Eating. World foods and traditions.	Bread making. Cooking with eggs.	Fruit and vitamins. Food provenance.
Year 7	Preparing to cook and safe use of cooker and equipment. Basic nutrition. Cultural influences.	Personal hygiene and safety. Equipment knowledge.	British Favourites. Using a hand mixer.	Healthy Eating, five a day, Eatwell Guide	Macro – Nutrients protein, fats and carbohydrate. Cooking with eggs	Micro-nutrients. Using spices and seasoning.
Year 8	Finger Foods and Snacks	Health Conditions and Illnesses	Food Provenance (Spanish/ Italian)	Illness and Conditions 2/ Allergies	ASDAN Module B53	Module 5A
Year 9	Healthy Eating One- pot meals.	Basic Food Safety	Food preparation and presentation/ Entertaining	Create a balanced and varied two week planner for a single person with a budget of £5 a day	Create and sell a new food or drink product.	Using variety of cooking skills in the kitchen
KS4 GCSE Year 10	Healthy Eating	Food Safty/ Hygeine	Food Provenance/ Farming Methods	Allerigeis/ Intolerances and Food Choices	Mock Food Prepartation (NEA 2)	Mock Food Investigation (NEA 1)

Year 11	Section A, B and C of NEA 1	Food Commodities	Sections A and B	Sections C, D and E of NEA 2	Revision of Year 10 Topics/ Exam Preparation	
KS4 BTEC Year 10	Intro to Level 1 BTEC Home Cooking Skills Breakfast Options and Health 	Vegetarian and Vegan alternatives – using fruit and vegetables Princes Trust – Healthy Lifestyle   	Food Storage and Food Safety 	Healthy Fast Foods – making popular fast foods  	BTEC Level 1 Assessment – Making a Two Course Meal 	Intro to Level 2 BTEC Home Cooking Skills Macronutrients – Deficiencies and Sources  
Year 11	Intro to Level 2 BTEC Home Cooking Skills Breakfast Options and Healthy Eating 	Investigating Meat Free Alternatives and Menu Planning    Princes Trust – Healthy Lifestyle 	Use of Pastry – range of pastry used in meals / snacks Social impact on Food Choice  	BTEC Level 2 Assessment – Making a Two Course Meal  	BTEC Level 2 Assessment – Making a Two Course Meal 	

	Term 1		Term 2		Term 3	
Weeks	7	7	6	6	6	7
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>Preparing to cook and safe use of cooker and equipment, room safety and expectations. Basic nutrition. Cultural influences- black history month. .</i>	<i>Personal health and safety. Awareness of hygiene. Weighing and measuring skills. Being physically active as part of a healthy lifestyle.</i>	<i>British Favourites – embedding skills and developing an understanding of culture of traditional British Food. Science experiment- enzymic browning.</i>	<i>Healthy Eating, five a day, Eatwell Guide. Vegetarians and vegans.. Bacteria – good and bad. Foods and traditions from around the world.</i>	<i>Bread making and why carbohydrates are important. Cooking with eggs. Importance of water- fluid requirements.</i>	<i>Keeping healthy. Fruits and vitamins. Healthy fats- understanding why they are important. Food provenance- design own product.</i>
Core knowledge, skills and concepts.	1. Preparing to cook. Safe use of cooker and knives. Identifying and discuss/ demonstrate correct use of equipment.	1. Demonstrate safe practices when using hot or sharp equipment. Use bridge hold/ claw grip.	1. Confidently choose which cooking method should be used for a variety of foods. Better	1. Controlling temperatures on the hob and oven and moving hot equipment safely.	1. Prepare and cook a range of ingredients using a variety of cooking methods ie. Boiling, frying, and baking.	1. Use own judgment with taste and flavouring. Learn to add seasoning appropriately after testing own cooking.

KS2 Food and Nutrition

Year 5/6




This curriculum will enable upper KS2 pupils to partake in Food and Nutrition lessons at an age appropriate and nurturing level.

Teacher support must be given for skills which may be considered a safety risk for this age group ie. Removing hot items from the oven.




This curriculum can be looped for pupils beginning their Southern Cross journey in Year 5.

<ol style="list-style-type: none"> 2. Basic health, safety and hygiene. Working safely and hygienically in the kitchen. Safety and hygiene must be taught as part of the first lesson. 3. Explore a variety of techniques: chopping, slicing, peeling etc. 4. Learn how to operate the cooker and different cooking methods. 5. Developing weighing and measuring skills, including spoons, electric weighing scales. 6. Learning how to read and follow a basic recipe. 7. Basic nutrition. Introduction to government Eatwell guide. Reflect recommended guidelines for a healthy diet. 8. Cleaning down the surfaces. 9. Cultural influences- choose appropriate dishes to celebrate Black history Month. 	<ol style="list-style-type: none"> 2. Show awareness of hygiene and safety and of those around them. Understand why to wash hands- discuss bacteria. 3. Select and safely use an appropriate range of equipment. 4. Operate the various parts of the cooker, safely and confidently. 5. Demonstrate weighing and measuring skills by following a basic recipe. 6. Nutrition- dairy/ calcium. Foods that contain calcium. Nutritional benefits. 7. Be aware of the importance of a healthy diet and being physically active. 8. Cleaning own work station. 	<p>understanding of cooking temperatures.</p> <ol style="list-style-type: none"> 2. Using knives appropriately. Different vegetable cuts ie, dicing, chunking, slicing. 3. Demonstrate how to make informed choices about healthy eating. Understand what influences food choices ie. Ethical/ religious beliefs, allergies, preferences, budget, culture, season etc. 4. Nutrition- fibre, fruits and vegetables. Why it is important to eat a fibre rich diet. 5. Washing pots and putting away. 6. Simple science experiment- enzymic browning. 7. Nutrition- protein. Discuss protein foods and why they are important. 	<ol style="list-style-type: none"> 2. Develop knowledge of hygiene and safety including food hygiene- raw meat, defrosting, using a fridge and freezer etc. 3. Why we need good bacteria. 4. Confidently follow a simple recipe, using correct measurements. 5. Understanding vegetarian diets and requirements. 6. Home-made fast food item using noodles / rice. 7. Building upon a previous recipe ie. Basic ragu sauce develop into Bolognese or Shepherd's pie. 8. Understanding that foods and drinks provide energy in different amounts and the body burns energy through activity. 9. Foods around the world. 	<ol style="list-style-type: none"> 2. Hygiene and safety of cooking with eggs. Discuss salmonella and how to prevent cross contamination. 3. Pupils to develop own recipe and method for a simple meal or dessert. Pupils may plan a menu for an occasion. 4. Basic knowledge of using appropriate herbs, spices and flavouring. 5. Self-evaluation and peer evaluation. Learn to reflect upon own work and set targets for future. Take account of views of others to improve work. 6. Nutrition- carbohydrates, fibre. Which foods contain fibre and why it is important. 7. Good carbs v bad carbs. 8. Understand why people's energy requirements can change throughout life. 	<ol style="list-style-type: none"> 2. Demonstrate that reflective practice has been followed up to improve cooking techniques or conduct in food tech lessons. 3. Nutrition- fats. Why a small amount is important to health. Health implications of too much saturated fat. 4. Fruit and veg- micronutrients- foods that contain vitamins and minerals and why they are healthy. 5. Applying nutrition. Plan a healthy daily menu taking into account current government guidelines. 6. Food provenance – examine exotic foods. Look at basic steps in processing and production of foods. Pupils may construct a sandwich- baking own bread, making butter and choosing fillings. 7. Look at consumer awareness- cost, labelling, advertising, peer pressure, body image. Design own packaging.
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Food Items recommended for selection / development	Fruit Fusion. Pasta salad Rock buns Vegetable soup Apple and Blackberry crumble. Carribean chicken dish/ plantain	French bread pizza. Syrup sponge pudding Roast dinner tray bake Choc chip cookies Sauage and tomato popovers Basic ragu sauce Christmas baking	Fish goujons and chips Scones Shepherds Pie Apple pie (ready-made pastry) Flapjacks ‘Greggs’ cheese pasty	Home-made Pot noodle Fairy Cakes Spaghetti Bolognese Mexican Fiesta Rice Vegetable Curry and rice Banoffee Pie	Breakfast egg muffins/ omelettes. Pineapple upside-down cake. Home-made pizza. All in one brownies. Tuna pasta bake	Banana loaf Design own sandwich/ home-made butter. Layered pancakes with berries. Thai chicken/ tofu curry. Lemon cake. Fajitas
Weeks	7	7	6	6	6	7
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Knowledge/ Skills and Concepts Food and Nutrition Course Year 7 	<p><i>Preparing to cook and safe use of cooker and equipment, room safety and expectations. Basic nutrition.</i></p> <p><i>Cultural influences.</i></p> <ol style="list-style-type: none"> 1. Basic practical skills – use of knife (chopping, slicing, peeling etc.) 2. Develop weighing and measuring using scales and variety of methods. 3. Food hygiene and safety in the kitchen / food room 4. Learn about the cooker and cooking methods (boiling, roasting, stir frying etc.) 5. Baking- rubbing in method 6. Safe handling of meat, cooked in oven. 	<p><i>Preparing to cook and safe use of cooker, understanding temperature control. Developing knowledge of equipment. Personal health and safety.</i></p> <ol style="list-style-type: none"> 1. Develop understanding of temperature control. 2. Development of basic practical skills (chopping, slicing, peeling etc.) Fajitah fillings. 3. Developing weighing and measuring skills- Rubbing in method and understanding of consistency. 4. Portion size and shapoing by hand. 5. Food hygiene and safety in the kitchen improved knowledge washing hands and cleaning down 6. Learn about the cooker and cooking methods 	<p><i>British Favourites – embedding skills and developing an understanding of culture of traditional British Food.</i></p> <ol style="list-style-type: none"> 1. Preparing to cook and safe use of cooker – developing a recipe with various fillings, scones sweet and savoury. Consistency development – controlling textures. 2. Basic practical skills chopping, slicing, peeling etc. developing accuarcy. 3. Develop weighing and measuring using scales. 4. Food hygiene and safety in the kitchen 5. Packet pastry – sausage rolls – rolling and shaping pastry, use of a wash to glaze and stick. 	<p><i>Healthy Eating, five a day, Eatwell Guide. Vegetarians and vegans.</i></p> <p><i>Food provenance.</i></p> <p><i>Festival Foods.</i></p> <ol style="list-style-type: none"> 1. Preparing to cook and safe use of cooker and equipment – accurtacy when portioning food items 2. Improvement on basic practical skills -chopping, slicing, peeling etc 3. Developing weighing and measuring skills – banoffee pie/ cheese cake to ensure crisp base and set middle. 4. Food hygiene and safety in the kitchen improved knowledge washing hands and cleaning down routines. 	<p><i>Macro –nutrients: protein, fats and carbohydrate. Uses in the body, affect on health and foods associated with each nutrient.</i></p> <p><i>Importance of water- fluid requirements.</i></p> <ol style="list-style-type: none"> 1. Macro –nutrients: protein, fats and carbohydrate. 2. The learner has moved towards using the cooker and controlling the heat independently 3. Exercising practical skills, peeling, chopping slicing independently is demonstrated 4. Hygiene and safety of cooking with eggs. Looking at a variety of ways that eggs can be cooked. 5. Understanding recipes weighing and using their 	<p><i>Micro-nutrients - vitamins and minerals. Uses in the body, affect on health and foods associated with each nutrient.</i></p> <ol style="list-style-type: none"> 1. Micro nutrients- vitamins and minerals and water. 2. Dietary requirements- What we need and why, what happens if we do not have enough. 3. Understanding recipes weighing and using their own judgement with taste and flavours independently 4. The learner will have a basic knowledge of what foods are good and why also why food is put in the fridge / freezer, preserving nutritional value . 5. Making healthy choices and awareness that pre-






<p>Preheating ovens and reasons why.</p> <p>7. Working safely and hygienically in the kitchen as a group</p> <p>8. Nutrition and the science of food in the body</p> <p>9. Mixtures and introduction of food science – how a mixture rises.</p> <p>10. Cultural influences-choose appropriate dishes to celebrate Black history Month.</p> <p>11. Self-assessment of skills and discussion of targets for next half term.</p>	<p>(boiling, roasting, frying etc.</p> <p>7. Working safely and hygienically in the kitchen – personal responsibility.</p> <p>8. Why food is put in the fridge – temperature and growth of bacteria is slowed. Basic bacteria and cross contamination understanding.</p> <p>9. Christmas cookery – star biscuit stack with decorations.</p> <p>10. Self-assessment / Peer Assessment</p>	<p>6. Melting method.</p> <p>7. Using a hand mixer – developing a foam and making a traditional British food item – layered dessert. Piping cream.</p> <p>8. How to conduct a Food Science experiment. Enzymic browning, dextrinization and caramelisation</p> <p>9. Assessment lesson – developing assessment routines and skills to familiarise students with assessment and how to be as successful as possible.</p> <p>10. Self assessment</p>	<p>5. Simple main course item with variations of fillings – suitable for vegetarians.</p> <p>6. Home made fast food item using noodles / rice.</p> <p>7. Using spices for flavour and heat.</p> <p>8. Foods around the world.</p> <p>9. Self assessment</p>	<p>own judgement with taste and flavours</p> <p>6. Independently able to take food out of the oven, safely., use a pan, Understand the importance of safety</p> <p>7. An understanding of the importance of personal hygiene, washing hands and wearing aprons</p> <p>8. 5 a day and fibre requirement.</p> <p>9. Develop use of puff pasrty and all in one cake mixture.</p> <p>10. Self-assessment / Peer Assessment</p>	<p>made food can be high in fat / sugar and salt.</p> <p>6. Developing healthy nutrition choices and balancing choices.</p> <p>7. Develop understanding of food provenance. Design and make own product-sandwich etc.</p> <p>8. Make a batter – shallow fry method, heat control, how mixtures rise.</p> <p>9. Self-assessment / Peer Assessment / Group assessment</p>
<p>Food Items recommended for selection / development</p> <p>Fruit Fusion.</p> <p>Pasta salad</p> <p>Rock buns</p> <p>Vegetable soup</p> <p>Apple and Blackberry crumble.</p> <p>Carribbean chicken dish/ plantain</p>	<p>French bread pizza.</p> <p>Syrup sponge pudding</p> <p>Roast dinner tray bake</p> <p>Choc chip cookies</p> <p>Sauage and tomato popovers</p> <p>Lasagne (jar)</p> <p>Christmas baking</p>	<p>Fish goujons and chips</p> <p>Scones</p> <p>Shepherds Pie</p> <p>Apple pie (ready-made pastry) and whipped cream.</p> <p>Flapjacks</p> <p>'Greggs' cheese pasty</p>	<p>Home-made Pot noodle</p> <p>Fairy Cakes</p> <p>Spaghetti Bolognese</p> <p>Mexican Fiesta Rice</p> <p>Vegetable Curry and rice</p> <p>Banoffee Pie</p>	<p>Breakfast egg muffins/ omelettes.</p> <p>Pineapple upside-down cake.</p> <p>Home-made pizza</p> <p>Brownies.</p> <p>Tuna pasta bake</p>	<p>Banana loaf</p> <p>Design own sandwich/ home-made butter.</p> <p>Layered pancakes with berries.</p> <p>Thai chicken/ tofu curry.</p> <p>Lemon cake.</p> <p>Fajitas with Guacamole/salsa</p>

<p>Core Knowledge/ Skills and Concepts</p> <p>Food Technology Course Year 8</p>   	<p>Cooking for a buffet / small party – food that can be adapted to personal needs, likes and dislikes.</p> <p>Cooking safely and safe use of all equipment. Safety around others</p> <p>Basic practical skills (Knife skills, chopping,, dicing slicing, peeling, rolling dusting, kneading etc.)</p> <p>Develop weighing and measuring using scales.</p> <p>Food hygiene and Personal hygiene in the kitchen Manual handling, Fire safety, Pests</p> <p>Learn about the cooking methods, what works best and why (boiling, roasting, frying etc.</p> <p>Teamwork and sharing, confidence building</p> <p>Nutrition, Allergens</p> <p>Careers, business and the law</p>	<p>Food choice -Age, health conditions, illness and conditions 1</p> <p>Safety and safe practices are being demonstrated with the equipment and around others</p> <p>Practical skills improving (Knife skills, chopping, understanding cuts and why they are used dicing slicing, peeling, rolling dusting, kneading etc.)</p> <p>Develop weighing and measuring using scales also judging own initiatives Better understanding Physics of cooking</p> <p>Food hygiene and Personal hygiene in the kitchen Manual Learning about pests</p> <p>Learn about the cooking methods. When food is properly cooked what works best and why (boiling, roasting, frying etc.</p> <p>Teamwork and sharing, confidence building</p> <p>Nutrition, Allergens</p> <p>Careers, business and the law</p>	<p>Food Provenance</p> <p><u>Skills</u></p> <p>The learner will know how to select the right equipment to make the meal</p> <p>Improving the practical skills by repetition and understanding their uses.</p> <p>Being able to start memorising ingredients for the recipes and the purpose of the ingredients. Starting to understand herbs and spices, flavours</p> <p>Understanding the timings of food to be brought together also temperatures and correction of cooking</p> <p>Learning respect to others, giving opinions, understanding quality and what customers want</p> <p>Learning about vegetarian and vegan food</p> <p>Understanding what fruit does in the body and a balanced diet</p> <p>The learner will start developing ideas of making money from food</p>	<p>Illnesses and Conditions 2</p> <p><u>Skills</u></p> <p>Controlling temperatures and moving hot pans and trays safely</p> <p>Creaming, rolling, dusting, mixing, whisking</p> <p>Building a recipe and using initiative</p> <p>Understanding why we put food in the fridge</p> <p>Understanding about heat, fires and burns</p> <p>Cleaning pots and putting them away</p> <p>A basic understanding of carbohydrates</p>	<p>Introduction to ASDAN qualification</p> <p>Module 5B3</p> <p>Plan a themed birthday party for a child or teenager. Think about venue, costs, food and drink and theme. Work within a budget. Pick suitable dishes and cook a range of these.</p>	<p>ASDAN</p> <p>Module 5 A</p> <p>5A2 Plan a celebration dinner for your family or friends based around a religious festival</p> <p>5A3 Cook a dish for 5A3</p> <p>5A4 Plan the food for a child 5th birthday party cook on of these dishes.</p> <p>5A7 Find out about traditional British Food. Make a collage showing traditional British food from each part of the British Isles. Cook one of these.</p>
<p>Food Items recommended for selection / development</p>	<ol style="list-style-type: none"> Cheese and tomato pizza – Pizza option lesson with gluten free base investigation a,l,c,k Chocolate brownies – all in one method with a,c,d,h Various breads – packet mix Veggi Hot Dog – Glamorgan sausages Cookies/ biscuits – cut out shapes Mini Quiche – shortcrust pastry 	<ol style="list-style-type: none"> Samosa Fish Balls Halloween biscuits Icing biscuit shapes Cinnamon Roll Xmas Tree Yule log – Christmas decoration 	<p>Recipes - Food Provenance</p> <p>Spanish</p> <ol style="list-style-type: none"> Spanish Tapas Churros Chicken Empanadas Rice Pudding Easy Paella Spanish Omelette <p>OR</p> <p>Italian</p> <ol style="list-style-type: none"> Garlic Bread – dough balls Pizza – calzone option 	<p>Recipes - Illnesses and Conditions</p> <p>(Anaemia / Rickets / Food Allergies / Gluten Intolerance / Protein Deficiency / Low Sugar</p> <ol style="list-style-type: none"> Spaghetti Bolognese Vanilla Cheesecake Chicken Satay Gluten Free Baking Gluten Free Baking Chicken Goujons Low Sugar Baked Dessert 	<p>Introduction to ASDAN 5B</p> <p>Pupils select a range of dishes suitable for a child or teenage party pupils select 6 dishes to cook.</p>	<p>ASDAN 5A</p> <p>Tasks 2,3,5,7 Pupils cook dishes from their theory work elements.</p>

			3. Pasta Item – bake 4. Home-made pasta 5. Tiramisu			
Weeks	7	7	6	6	6	7
Core Knowledge/ Skills and Concepts Year 9	<p>Practically pupils will be completing Module 7 of the ASDAN booklet showing the following skills. (20 hours)</p> <p>Theory Module 1 Healthy Eating</p> <ul style="list-style-type: none"> • Healthy eating models- Eatwell guide • 5 a day • Dietary needs • Food diary • Plan a healthy menu <p>1A1) Identify 5 foods in the following groups and the benefits for the body.</p> <ul style="list-style-type: none"> • Protein • Fats • Carbohydrates <p>1A3) In a group discuss the term 'a healthy diet' including eat well plate and government guidelines. Design a healthy meal to match these.</p> <p>1A6) Plan and cook a simple one-pot healthy meal within a budget and time. Evaluate its nutrition to the traffic light system,</p> <p>1A10) Look at a basic recipe for a popular food product and modify how you could make it healthier.</p> <p>Extension 1B 2 (1 whole credit) Keep a 1 week food diary and compare it to other. Does it meet healthy eating guidelines. Design a healthy menu for a week.</p>	<p>Practically pupils will be completing Module 7 of the ASDAN booklet showing the following skills. (20 hours)</p> <p>Theory Module 2 Basic Food Safety</p> <ul style="list-style-type: none"> • Food standards agency • Food hygiene ratings • Implementing food safety <p>2A1) Create a poster/ leaflet on the effect of poor hygiene is not maintained.</p> <p>2A2) Create a poster on how foods should be stored safely.</p> <p>2A4) Look into use by and best before dates on food. Create a leaflet about these.</p> <p>2A7) Produce a comic strip for a display on correct procedure for washing hands.</p> <p>Extension 2B4 Research the role of an Environmental Health office. Find out about their main roles and write a job advert for this role.</p>	<p>Practically pupils will be completing Module 7 of the ASDAN booklet showing the following skills. (20 hours)</p> <p>Theory Food preparation and presentation/ Entertaining</p> <ul style="list-style-type: none"> • Exploring various ways of presenting meals. • What goes into food preparation? • Timed food prep <p>3A1) Plan a meal with plenty of fruit and vegetables that children would enjoy eating.</p> <p>3A2) Find out about different knife techniques. Create an information leaflet on different knife cuts and knife safety.</p> <p>3A3) Make a table to show the advantages and disadvantage of 4 different cooking methods. Give an example for each one.</p> <p>3A4) Look at some food art. Create at least 3 simple garnishes and take photos of these.</p>	<p>Module 4 Cooking on a budget</p> <p>Practical lesson/Theory Module 4 B1 Create a balanced and varied two week planner for a single person with a budget of £5 a day. Cook a present a sample of your dishes</p>	<p>Module 6 the Food Industry</p> <ul style="list-style-type: none"> • Create and sell a new food or drink product. • Work out costs and sale price, source the ingredients, calculate production time and shelf life. • Make a marketing campaign. 	<p>7B Practical cooking skills</p> <ul style="list-style-type: none"> • Develop students' confidence using variety of cooking skills in the kitchen. Use these skills to cook for different cultures, occasions and diets. <p>Year 9 BTec Development for start of the Year 10 and 11 Course.</p>
Weekly Focus Food Items recommended for selection / development	<p>1. Spaghetti bolognese. Skills b,c,e,j,k</p> <p>2. Millies cookies Skills a,c,f</p> <p>3. Chicken Stir fry Skills b,c,e,k</p> <p>4. Chocolate brownies. Skills a,c,d,h</p> <p>5. Eggs 3 ways scramble/ fry and poached. Skills d,j,k,m</p>	<p>1. Chicken wraps and salsa Skills b,c,e,k</p> <p>2. Victoria sponge cake. Skills a,d,f</p> <p>3. Loaded Wedges Skills b,c,d,e,n</p> <p>4. Flap jacks Skills a,b,c,d,e,h</p> <p>5. Pizza Skills a,c,d,i</p>	<p>1. Bread sticks and dips Skills a,c,d,i</p> <p>2. Mini Sunday roast with Chicken/Quorn breast Skills b,c,e,n,o</p> <p>3. Jam tarts Skills a,c,d,g</p> <p>4. Stew with dumplings Skills a,c,e,g,j</p> <p>5. Cupcakes with decoration</p>	<p>1. Shepherd Pie a,b,c,e,k,n</p> <p>2. Chilli a,c,e,k,j</p> <p>3. Kebab and cous cous. A,b,c,d,l,o</p> <p>4. Meatballs and Pasta. A,c,e,j,k</p> <p>5. Spanish Omelette a,c,d,k</p> <p>6. 1A6: Cook 1 pot healthy meal of your choice</p>	<p>1. Tuna Pasta Bake. A,b,c,n,j</p> <p>2. Lasagne a,b,c,d,j,k,n</p> <p>3. Savoury Pancakes a,c,k,e</p> <p>4. Caribbean Curry rice and pea a,b,c,j,k</p> <p>5. Fish Pie a,b,c,e,j</p> <p>6. Pupils to repeat any dishes missed</p>	<p>Pupils select dishes using the skills below.</p> <p>Practical skills</p>

<p>a)Accurate weighing and measuring of ingredients. b)Preparing of fruit and vegetables. c)Following a recipe d)Mixing e)Knife skills f)Creaming method g)Rubbing in method h)Melting method i)Kneading and proving j)Boiling and simmering k)Frying l)Grilling m)Poaching n)Roasting o)Steaming</p>	<p>6. Apple crumble Skills a,b,c,d,e,g 7. BBQ Chicken wings. Skills a,b,c,d,e, j,n or l.</p>	<p>6. Christmas ginger bread biscuits Skills a,c,d,h 7. Swiss Rolls Skills a,c,d</p>	<p>Skills a,c,d,f 6. Chicken Curry Skills a,c,e,j,k</p>		<p>Pupils should display and evaluate their dishes in their portfolio</p>	
<p>Weeks</p>	<p>7</p>	<p>7</p>	<p>6</p>	<p>6</p>	<p>6</p>	<p>7</p>
<p>Core knowledge, skills and concepts</p> <p>Year 9</p> <p>The ASDAN Foodwise short course will enable you to:</p> <ul style="list-style-type: none"> • Learn what is meant by healthy eating and wellbeing. • Learn and demonstrate the skills and techniques needed to cook. • Gain an understanding of the importance of sustainability and cooking on a budget. • Learn about aspects of the food industry and how it operates. 	<p>Healthy Eating</p> <p>1. Identify the importance of the following food groups and their benefits to the body; give examples of foods in each group.</p> <ul style="list-style-type: none"> • Proteins • Fats • Carbohydrates <p>Create a group display to illustrate food groups, showing how much we need of each and how they benefit our bodies.</p> <p>2. Identify the importance of nutrients and their benefits to the body giving examples of foods where each can be found.</p> <ul style="list-style-type: none"> • Vitamins A, B, C and D • Calcium • Iron • Sodium • Dietary fibre • Water <p>Create a group display to illustrate nutrients showing how much we need and how they</p>	<p>Basic Food Safety</p> <p>1. Personal hygiene- what problems may occur if not maintained in the kitchen or food preparation area.</p> <ol style="list-style-type: none"> 1. Describe how various foods should be stored and why such as raw chicken, vegetables, ice cream, dairy etc. 2. Demonstrate how to clean and clear a kitchen after a meal has been prepared and cooked. Write a list of rules to follow. 3. Understanding use by and best before dates and problems associated with them. 4. Labelling- information that is needed to make the product safe to eat. <p>1. Complete a recognised Food Hygiene certificate.</p>	<p>Food preparation and presentation/ Entertaining</p> <p>1. Fruits and vegetables- how can we make them more appealing and interesting for children to eat?</p> <p>Plan a meal with plenty of fruits and vegetables that children would enjoy eating.</p> <p>2. Knife techniques -What are the various knife techniques commonly used and what is each technique used for.</p> <p>Create an information leaflet on knife safety in the kitchen.</p> <p>Demonstrate that you can use a knife safely when preparing a dish of your choice.</p> <p>3. Make a table to show the advantages and disadvantages or at least 4 different cooking methods. For each method include examples of food that are often cooked this way.</p> <p>4. Look at some websites on food art.</p>	<p>Cooking on a budget</p> <p>Section A:</p> <p>1. In a group discuss the benefits and drawbacks of planning your meals on a weekly basis. Record your thoughts and findings.</p> <p>2. Plan and cook a meal for 4 people for under £8. Take photographs of the ingredients and finished meal.</p> <p>State if you met your budget.</p> <p>3. Create a one-week healthy meal plan for one of the following:</p> <ul style="list-style-type: none"> • A student. • A couple. • A family of four with 2 children aged under 5. • A family with 3 teenage children <p>Find out how much this would cost and how you could cut the cost of your weekly menu.</p>	<p>Section B:</p> <p>Create a balanced and varied 2-week meal plan for a single person with a budget of £5 a day. The choice of meals should include the recommended daily nutritional requirements. Cook and present a sample of dishes from your menu.</p> <p>2. Research the strategies that supermarkets will use to encourage shoppers to spend more money and impulse buy. Write an investigative report for a website or magazine on what you have found out and include tips on keeping within a budget when doing a weekly shop.</p> <p>3. Organise your own cooking competition for two teams to cook a meal on a budget using specific ingredients. Show evidence of:</p> <ul style="list-style-type: none"> • Organising the teams. • Setting the budget. • Providing ingredients that teams will need to choose from within set budget. 	<p>The Food Industry</p> <p>Advertisements- collect and compare. Look at what is being advertised, who is it aimed at?</p> <p>What is the main message?</p> <p>Are the images suitable for the product?</p> <p>Does it succeed in your opinion?</p> <p>Find out about and compare the food that people ate 50 years ago with the food people choose to eat today.</p> <p>Food and body image- the issues that face young people today. Discuss.</p> <p>International and cultural influences that have changed the kinds of foods we choose to buy and eat today.</p>

	<p>benefit the body. Include recipes and dishes that contain these nutrients.</p> <p>3. In groups discuss the term 'healthy diet' and what this means. Consider:</p> <ul style="list-style-type: none"> Your own ideas. Government guidelines. Recommended daily amounts. Nutritional labels on food packaging. The Eatwell Guide. <p>4. Use the internet to investigate the food traffic light system and produce a poster.</p> <p>5. In a group, evaluate some healthy options ready meal packages. Compare them with home-made recipes. Consider:</p> <ul style="list-style-type: none"> Appearance Smell Cost Taste Nutritional value <p>Complete a sensory graph to record your results.</p> <p>6. Plan and cook a simple one-pot healthy meal within a given budget and time. Evaluate the nutritional value and how it matches the traffic light criteria.</p> <p>7. Investigate energy drinks comparing the caffeine and sugar content to other soft drinks. Produce a poster.</p> <p>8. Produce a simple crossword puzzle that tests knowledge of the main food groups and nutritional values.</p> <p>9. Create a list of fruits and vegetables that could make up your 5 a day. Create a display to encourage others</p>	<p>2. Compare 2 food scares and present information on:</p> <ul style="list-style-type: none"> How they started. How public health was affected. Were any systems bought in to prevent future outbreaks? <p>3. Do your family's cooking for one weekend. As part of the task, show that you can follow correct safety procedures when handling food. Demonstrate:</p> <ul style="list-style-type: none"> Personal hygiene. Correct cleaning procedures. Store, handle and dispose of food correctly. <p>4. Research the role of the Environmental Health Officer. Find out about their main roles and write a job advertisement and description for this role.</p> <p>5. Produce a documentary style report for radio, tv or podcast about Food Safety Hazards in Fast Food Outlets.</p> <p>6. Produce a fact file about using a BBQ. Include statistics and case studies from across the world. Make recommendations for best practice in BBQ food safety.</p>	<p>Create at least 3 simple garnishes that would improve the presentation of meals and make them more attractive to look at. Include photographs of your creations.</p> <p>5. Watch a chef prepare a meal. Reproduce the dish yourself.</p> <p>6. Microwave cooking: Prepare a poster to explain how care must be taken when:</p> <ul style="list-style-type: none"> Cooking food in a microwave. Defrosting food in a microwave Reheating food in a microwave. Using containers and wrappers in a microwave. <p>7. Cook a variety of vegetables using as many methods as you can. Find out which method of cooking retains most nutrients.</p> <p>Identify which method retained the most colour, flavour and texture. Use a table to record your findings.</p> <p>Entertaining:</p> <ul style="list-style-type: none"> Research party planning. Plan and cook a celebration dinner. Groupwork- Plan and organise a coffee morning. Show how you worked together. Could be turned into a fundraising event. 	<p>4. Visit a food stall. Make a note of the cost of each portion of food.</p> <p>Now work out how much it would have cost if you had bought the ingredients and cooked the food yourself. Show the difference between the costs.</p> <p>5. Food Waste. How much does the average family throw away in one week? Create an information leaflet to inform people about ways they could reduce the amount of food waste.</p> <p>6. Choose 2 supermarkets and create a price comparison chart of 20 essential food items that you use in your household.</p> <p>Explain which supermarket you would choose to shop at and why.</p> <p>7. Visit a local restaurant or café and find out how they manage their budget.</p> <p>8. Compare the cost of different takeaways- eg. Chinese, pizza, curry, with home cooked meals. What factors come into consideration when choosing to purchase a take away rather than cooking at home. Present your conclusions.</p> <p>9. Find a recipe that you would like to cook and the costings of all ingredients. List ways you could reduce the overall cost without affecting the quality of the dish. Create the dish and evaluate the finished product.</p> <p>10. Choose a cheaper cut of meat eg stewing steak, mince, and research three different recipes you could cook. Select one to cook.</p>	<ul style="list-style-type: none"> Setting a time limit for producing the meal. Arranging the judges to nominate the winner. 	<p>How do supermarkets lay out their food products to encourage maximum spending? Create an image to illustrate the tricks of the trade. How do supermarkets secure customer loyalty?</p> <p>Food provenance and production. Write a handy consumer guide including things to think about- GM foods, food miles, farming methods, single use plastic etc.</p> <p>Function of additives in our food. Artificial and natural sweeteners, preservatives etc.</p> <p>Regulations around advertising junk food, especially in relation to children and young people.</p> <p>Health issues surrounding food-addictions, bulimia, obesity. Investigate a related topic.</p> <p>Complete an enterprise by creating a food product.</p> <p>Carry out a survey about food citizenship.</p> <p>Spend a day at an outdoor food production site. Learn what is involved in the day to day running. What are the highs and lows of job.</p>	
7 e	Weeks	7	7	6	6	6	7

<p>Core Knowledge/ Skills and Concepts</p> <p>Year 10 GCSE</p>	<p>GCSE Food Preparation and Nutrition Core skills practical: Knife skills, Meat cooking, Sauce making, simple desserts, cake making, biscuit making.</p> <p>Theory: Nutrition Pupils need to have an understanding on Carbohydrates, Protein, Fats, Vitamins and Minerals, Fibre, Eat well plate guides.</p>	<p>GCSE Food Preparation and Nutrition: Core practical skills Roux sauce making, meat and fish cooking, Starch based sauces, egg cooking, complex cakes.</p> <p>Theory: Pupils have a working and scientific understanding of food hygiene. Including food poisoning bacteria, safety strategies, correct food storage and preparation. Using of microbes in food production.</p>	<p>GCSE Food Preparation and Nutrition: Core practical skills Pastry skills: Choux, puff filo, shortcrust, flaky and Pate Sucre Pastry dishes.</p> <p>Theory: Pupils have a working understanding of food providence. Including factors effecting food security, global and local food production, Farming methods and the environmental impact of our food network.</p>	<p>GCSE food Preparation and nutrition Core Practical skills: High/Complex skills, Butchery and filleting skills, fine knife skills. Pasta making and shaping, Meringues, Combination of several key skills dishes.</p> <p>Theory: Cooking for specialist diets. Pupils have an understanding of Vegetarian, Vegan, Lactose intolerance, Coeliac and food allergies. Pupils learn how nutritional needs changes with age.</p>	<p>GCSE food Preparation and nutrition Core Practical/Theory combined: Mock coursework of Task 2 Pupils plan/ Research cook and evaluate a meal based on a country of their choice.</p> <p>Theory: Linked to mock coursework on international and British cuisine, Religious diets.</p>	<p>GCSE food Preparation and nutrition Core Practical skills: Mock Coursework 1 Pupils complete a scientific investigation based on a previous years assessment.</p> <p>Pupils have to design, carry out the experiment and evaluate their results.</p>
<p>Weekly Focus</p>    	<p>1. Cookies; Skills Weighing, measuring, creaming method. Theory: Eat well plate and food groups. 2. Chicken stir fry Skills: knife cuts, Stir frying, chicken cooking. Theory: Starchy Carbohydrates and sugars. 3. Cupcake making: Skills Creaming method, piping and decorating. Theory: Proteins (HBV/LBV) 4. Chilli or bolognaise: Knife skills, beef cooking, sauce making, boiling/simmering) Theory Fats (different types) 5. Cake: Creaming method and decorating, whisking. Theory: Vitamin A,B,C,D 6. Ribs: Pork cooking, marinade making. Knife skills Theory Minerals 7. Brownies: Melt in method Theory: End of unit assessment</p>	<p>1. Jerk Chicken wings making a marinade. Theory: food poisoning and symptoms. 2. Fish and chips: Fish cooking. Theory Food poisoning causing bacteria. 3. Lasagne : Making roux sauce, beef cooking. Theory enzymic browning. 4. Quorn ready steady cook using alternative proteins. Theory uses of microbes. 5. Chicken tikka masala. Making curry sauce and tempering from scratch. Correct clothing for catering. 6. Gingerbread : Melting method building 3D sculpture. Theory End of unit assessment 7. Swiss roll complex cake making. Theory Christmas food activities.</p>	<p>1. Using puff pastry Sausage rolls or cheese whirls. Theory Food Security 2. Filo Pastry Making spring rolls. Food theory Farming methods. 3. Choux Pastry Making profiteroles. Organic and non-organic farming. 4. Short crust pastry : Quiche/flan Theory Food Poverty 5. Pate Sucre pastry: Cornflake tart Theory: Food mile and environmental impact of the food industry. 6. Flaky Pastry Jamaican Patties Food Theory End of unit exam</p>	<p>1. Butchery skills: Salt and Pepper chicken. 2. Ravioli: Pasta making 3. Swiss roll with homemade jam. 4. Savoury roulade: Multiple High Skills. 5. Dish filleting skills fish cakes</p>	<p>Pupils chose their own 4 dishes 1. Pupils trial dish 1 2. Pupil trail dish 2 3. Pupils Trail dish 3 4. Pupil Trail dish 4 5. 2 courses together 6. Evaluation</p>	<p>1. Planning research 2. Experiment 1 3. Experiment 2 4. Evaluating Results 5. Cheese cake 6. Trifle 7. Rewards week</p>
<p>Weeks</p> <p>Core Knowledge/ Skills and Concepts</p> <p>Year 11 GCSE</p>	<p>7</p> <p>Section A: Research (6 marks) Students carry out research into the ingredients to be investigated.</p> <p>The research will demonstrate how ingredients work and why. The outcome of the research</p>	<p>7</p> <p>1. Food commodities</p> <p>The range of foods and ingredients to be studied throughout the course should come</p>	<p>6</p> <p>Section A: Researching the task (6 marks) Students will research and analyse the: life stage/dietary group or culinary tradition related to the task.</p> <p>Students should:</p>	<p>6</p> <p>Section C: Planning for the final menu (8 marks) As a result of demonstrating technical skills, students will provide explanation for the final three dishes related to e.g. ingredients, processes, technical skills, nutrition, food</p>	<p>6</p> <p>Exam revision on year 10 theory.</p> <p>This is usually based on their mock exam and what pupils area of needs are: Common one include Answering long mark questions with</p> <ul style="list-style-type: none"> graphs/tables. 	<p>7</p>

<p>should clearly inform the nature of the practical investigation and be used to establish a hypothesis or prediction for the food investigation task. Students should:</p> <ul style="list-style-type: none"> analyse the task, explaining the background research carry out secondary research, using different sources, focusing on the working characteristics, functional and chemical properties of the ingredients analyse the research and use the findings to plan the practical investigation establish a hypothesis/predict an outcome as a result of the research findings. The hypothesis should be a statement which may be proved or disproved. <p>Section B: Investigation (15 marks) Students carry out practical investigations, related to the hypothesis or prediction, which demonstrate understanding of how ingredients work and why. Students will record the results of the practical investigation. Students should investigate and evaluate how ingredients work and why through practical experimentation. Each investigation should be related to the research and have a clear aim which can then be concluded. The number of investigations will be determined by the complexity of the investigations. A range of appropriate testing methods should be identified and carried out to record the results eg annotated photographs, labelled diagrams, tables, charts, sensory testing methods, viscosity tests.</p> <p>Section C: Analysis and evaluation (9 marks) Students will analyse and evaluate the results of the investigation and reflect upon their findings.</p>	<p>from the major commodity groups (as shown below) and reflect current recommended guidelines for a healthy diet, e.g. reduction of sugar intake.</p> <ul style="list-style-type: none"> bread, cereals, flour, oats, rice, potatoes, pasta fruit and vegetables (fresh, frozen, dried, canned and juiced) milk, cheese and yoghurt meat, fish, poultry, eggs soya, tofu, beans, nuts, seeds butter, oils, margarine, sugar and syrup <p>For each food commodity learners need to know and understand:</p> <ul style="list-style-type: none"> the value of the commodity within in the diet features and characteristics of each commodity with reference to their correct storage to avoid food contamination the working characteristics of each commodity, with reference to the skill group and techniques table listed in Appendix A, e.g. when subjected to dry/moist methods of cooking the origins of each commodity <p>For each food commodity learners need to be able to:</p> <ul style="list-style-type: none"> experiment with the commodity to explore physical and chemical changes that occur as a result of given actions consider complementary actions of a commodity in a recipe prepare and cook dishes using the commodities 	<ul style="list-style-type: none"> analyse the task by explaining the research requirements carry out relevant research and analysis related to the: life stage, dietary group or culinary tradition identify a range of dishes eg by mind-mapping, or using annotated images select and justify a range of technical skills to be used in the making of different dishes. <p>Section B: Demonstrating technical skills (18 marks) Students will make 3–4 dishes to showcase their technical skills. Students should:</p> <ul style="list-style-type: none"> demonstrate technical skills in the preparation and cooking of three to four dishes. Refer to the Food preparation skills section of the specification select and use equipment for different technical skills in the preparation and cooking of selected dishes. Food safety principles should be demonstrated when storing, preparing and cooking identify the technical skills within each dish. Photographic evidence will be needed to authenticatethe technical skills. Students will select three 	<p>provenance, cooking methods and portion size.</p> <p>A time plan will be produced for the final three dishes demonstrating dovetailing of different processes. Students should:</p> <ul style="list-style-type: none"> justify the appropriateness of the final dishes in terms of eg technical skills, nutrition, ingredients, cooking methods, food provenance, sensory properties and portion size produce a detailed time plan for the production of the final three dishes including appropriate techniques. Within the plan, food safety principles will be demonstrated when storing, preparing, cooking and presenting the final dishes demonstrate appropriate use of the 3 hours to dovetail tasks to prepare, cook and present the final three dishes not repeat any dishes from the 'demonstrating technical skills' stage when making their final menu. <p>Section D: Making the final dishes (30 marks) Students will prepare, cook and present a menu of three dishes within a single period of no more than 3 hours. Students should prepare, cook and present the final dishes, demonstrating:</p> <ul style="list-style-type: none"> selection and use of equipment for different technical skills in the preparation and cooking of the final three dishes knowledge and application of food safety principles (including temperature control) when storing, preparing, cooking and presenting the final three dishes 	<ul style="list-style-type: none"> Organic farming methods Environmental impact questions. Planning menus for a target demographic 	
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	<p>Explanations will demonstrate how the results can be applied in practical food preparation and cooking.</p> <p>Students should:</p> <ul style="list-style-type: none"> • analyse and interpret the results of the investigative work. The results will be linked to the research and data explaining the working characteristics, functional and chemical properties of the ingredient(s) • evaluate the hypothesis/prediction with justification • explain how the results/findings can be applied in practical food preparation and cooking. 			<ul style="list-style-type: none"> • selection, knowledge and use of ingredients when producing different dishes • appropriate use of the 3 hours to demonstrate: technical skills, processes and the use of equipment • execution of a range of technical skills with accuracy • good judgement with regard to cooking times and methods and the sensory properties of each dish • organisation and good planning using the time plan and linking tasks within the 3 hours • a range of finishing techniques to produce a high standard of presentation of the final dishes. <p>Section E: Analyse and evaluate (8 marks)</p> <p>Students will carry out sensory evaluation and record the results for all of their practical dishes. For the final dishes, students will carry out and record nutritional analysis, costing and identify improvements to their dishes.</p> <p>Students should:</p> <ul style="list-style-type: none"> • record and analyse the sensory properties (taste, texture, aroma and appearance) of the three final practical dishes • carry out nutritional analysis of the three final dishes 		
<p>Weekly Focus – Making suggestions</p>	<ol style="list-style-type: none"> 1. Research and lesson on released NEA 1 task 2. Planning of experiment and table making. 3. Pupils to test 1 or 2 of their hypotheses. 4. Pupils to test 1 or 2 of their hypotheses. 5. Collation of data and graphs making 6. Conclusion and way they could use their research in a practical way. 	<ol style="list-style-type: none"> 1. Lemon meringue pie Look at the chemical properties of eggs. Aeration and coagulation 2. Millionaire shortbread and timings looking at dextrinisation and caramelisation. 3. Pastry tarts looking at shortening and plasticity. 4. Making sauces Mayonnaise how emulsions and gelatinisation. 5. Dextrinisation biscuit/pastry experiment 6. Gelatinisation Macaroni cheese. 7. Christmas cooking mince pies 	<ol style="list-style-type: none"> 1. Research for NEA 2 2. Collating research into a written report 3. Trialling of dish 1 4. Trialling of dish 2 5. Trialling of dish 3 6. Trialling of dish 4 	<ol style="list-style-type: none"> 1. Producing order of work 2. Controlled assessment 3. Controlled assessment 4. Nutritional analysis 5. Evaluation 6. Pricing and editing of coursework 	<p>These lessons are adapted to meet pupils needs from the GCSE mock paper,</p>	

BTEC	KS4 BTEC Curriculum	Autumn Term		Spring Term		Summer Term	
Year 10	Half Term 6 Year 9	Half Term 1 - 7	Half Term 2 - 7	Half Term 3 - 6	Half Term 4 - 6	Half Term 5 - 6	Half Term 6- 7

<p>Intro to the BTEC Course</p> <ul style="list-style-type: none"> • Choosing recipes – over view • of skills to be covered • Timings of lessons – format • Lesson work and requirements • Presentation and Photos • Balanced Diet – Introduction • Hygiene – temps and risks • Evaluation Skills • Sharing recipes at Home and away from school • Case studies and developments • Feedback • Set up folders • Protein • Fats • Carbohydrates <p>Every Lesson write up Food Making Diary</p>	<ul style="list-style-type: none"> • Breakfast • Salad • Vegetables <ul style="list-style-type: none"> • BBQ and Kebabs • People and Food Needs • Fibre • Vitamins • Minerals • Breakfasts variety • Eggs <p>Every Lesson complete up Food Making Diary</p>	<ul style="list-style-type: none"> • Vegetarian alternatives • Seasonal foods • Packed lunches – Outdoor Education link • Food and Meal planning for families • Fruits • Pastry <p>Every Lesson complete up Food Making Diary</p>	<ul style="list-style-type: none"> • Food storage • Rice cooking and Food Poisoning • Processing methods • Freezing foods • Labelling <p>Every Lesson complete up Food Making Diary</p> <p>Develop time planning skills for assessment</p>	<ul style="list-style-type: none"> • Sharing information with others • How to share info – make a recipe card • Cooking for other – menu planning / needs • Soups and Toastie snack • Baked chicken goujon wraps – healthy McDonalds • Roast Dinner – group task, Yorkshires • BBQ – quick meats and grilled meats • Stir fry • Food and Fridge storage rules <p>Start assignment 1/ 2 BTEC – choose menu and make a time plan</p> <p>Choose recipes for Term 5 – 2 course meal (3 if extension)</p> <p>Every Lesson write-up Food Making Diary</p>	<p><u>Assessment Level 1 and 2 BTEC</u></p> <p>Two course meal with appropriate skills and all folio completed for the submission for verification.</p> <p>Year 11 can complete earlier if ready.</p> <p>Plan recipes and explain choices</p> <p>How to time plan – items for exam</p> <p>Skills checker – use making diary to complete skills list</p> <p>Nutrition and suitability</p> <p>Cooking for an audience</p>	<p>START YEAR 11 COURSE</p>
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<p>Core Knowledge/ Skills and Concepts Stage 4 Food Technology BTEC Level 1 Week 1 <u>Year 10</u> Making Diary - Introduction to Evaluation Mille Fleur Jam and Cream Feather Icing Extension A – patterns and colours</p> <p><u>Year 11 – Level 2 Week 1</u> Making Diary - Introduction to Evaluation Mille Fleur Jam and Patisserie Cream Feather Icing Extension A – individual sizes</p>	<p>BTEC Level 1 Week 2 <u>Year 10</u> Skills assessment sheet and making diary Short crust pastry – apple pie / fruit pie from a tin Pasty Item – filling choices Extension A – fresh apples</p> <p><u>Year 11 Week 2</u> Skills assessment sheet and making diary</p> <p>Short crust pastry – fresh apples Pasty Item – filling choices Extension A Decoration and finishes – pastry and sugar / egg wash Extension B Flavours with the apples – spices Pasty Item – filling choices and finishes</p>	<p>BTEC Level 1 Week 3 <u>Year 10</u> Follow up scones experiment 9.6.22 Making diary Scones – 2 flavours – 1 sweet and 1 savoury Extension A – scones wheel – free cutting</p> <p><u>Year 11 Week 3</u> Follow up scones experiment 9.6.22 Making diary Scones – 2 flavours – 1 sweet and 1 savoury Extension A - scones wheel – free cutting Extension B -Pizza Base Item / cultural themes in flavours</p>	<p>BTEC Level 1 Week 4 <u>Year 10</u> Bread – dried yeast – shapes and how it works Making diary Bread – kneading / shaping Extension A – no assistance with consistency/ shaping independence</p> <p><u>Year 11 Week 4</u> Bread – dried yeast – shapes and how it works Making diary Bread – kneading / shaping Extension A – no assistance with consistency/ shaping independence Extension B – dough balls or breadsticks with garlic butter or flavours / decorations</p>	<p>BTEC Level 1 Week 5 <u>Year 10</u> Honey BBQ chicken Making diary Skills checker Fast and slow cooking of meat Sauce making – HBBQ – skinning a chicken Extension A – debone the thighs</p> <p><u>Year 11 Week 5</u> Honey BBQ chicken Making diary Skills checker Fast and slow cooking of meat Sauce making – HBBQ – skinning a chicken Extension A – debone the thighs Extension B – Make rice to accompany or couscous</p>	<p>BTEC Level 1 Week 6 <u>Year 10</u> Salads – use of vegetables and developing knife skills Making diary and skills checker Attractive use of vegetables to make a plated salad – how to prepare each vegetable – colours and shapes. Extension A –Make a dressing – ranges of dressings Vegetable Kebabs</p> <p><u>Year 11 Week 6</u> Salads – use of vegetables and developing knife skills Making diary and skills checker Attractive use of vegetables to make a plated salad – how to prepare each vegetable – colours and shapes. Extension A –Make a dressing – ranges of dressings follow up work Vegetable Kebabs Use BBQ Extension B – how to make mayonnaise</p>	
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<p>Half Term 1 2022-23 Core Knowledge/ Skills and Concepts Stage 4</p> <ul style="list-style-type: none"> Breakfast - pancakes – traditional and American <p>Breakfasts variety</p> <ul style="list-style-type: none"> Eggs – boiled with soldiers / scrambled / omelette / Fried French Toast 	<ul style="list-style-type: none"> Flapjack – with fruit filling and a chocolate topping Porridge – homemade with salt v packet mix Granola – make and sell small bags in school to staff / as a snack 	<ul style="list-style-type: none"> Salad and Dressing – similar to last term but different seasonal vegetables – make couscous salad Vegetables and a Dip 	<ul style="list-style-type: none"> Fruit – Salad / Crumble / Smoothie 	<ul style="list-style-type: none"> Pasta bake – making a balanced meal 	<ul style="list-style-type: none"> Sweet and Sour Chicken <p>Fruit in a savoury item</p>	<p>Additional Item – for new pupils / missed lessons Pasta Bake – making a balanced meal</p>
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