

Home Cooking Skills 5-year curriculum map

Lisa Thompson

Year 7	Autumn term	Spring term	Summer term
National Curriculum			
7	<p>Content:</p> <p>Safety - Cleaning Hygiene, storage</p> <p>Cooking techniques and skills- prepare fresh fruit & veg for salads, sandwiches & snacks.</p>	<p>Content:</p> <p>Healthy eating choices - food choices for lunches & snacks.</p> <p>Seasonal- changes in seasons & temperatures</p>	<p>Content:</p> <p>Sourcing - farming differences.</p> <p>Processing - factory processing & packaging.</p>
	<p>Skills</p> <ul style="list-style-type: none"> • Introduce home cooking skills discuss expectations and classroom rules • Demonstrate food safety cleaning, storage and hygiene • Identify store cupboard ingredients • Demonstrate food safety and hygiene • Food safety and hygiene: food storage. • Food labelling • Food preparation 	<p>Skills</p> <ul style="list-style-type: none"> • Understand the factors influencing a healthy lifestyle. • Investigate what is a healthy lifestyle • Examine the Importance of healthy lifestyle • Compare what factors influence a healthy lifestyle • Discuss the impact of hospitality industry on healthy lifestyles. 	<p>Skills</p> <ul style="list-style-type: none"> • https://www.foodafactoflife.org.uk/5-7-years/where-food-comes-from-5-7-years/ (Resources) • Compare food ingredients Plant or Animal • Investigate food origins • Explain farming & process of different types of food • Find where different types of food come from.

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	<ul style="list-style-type: none"> Storing leftover food Apply cooking skills when following a recipe. Development of prior learning 	<ul style="list-style-type: none"> Examine why we promote healthy lifestyles Plan healthy menus <p>Nutrients and sources</p> <ul style="list-style-type: none"> List Foods which change over different seasons - Spring, summer & winter with certain temperatures. 	
8	<p>Content:</p> <p>Safety - food labels, dates, hot & cold food stuffs.</p> <p>Cooking techniques - use hobs, oven & grill.</p>	<p>Content:</p> <p>Healthy eating choices, food groups & portion sizes.</p> <p>Seasonal - climate affecting food production</p>	<p>Content:</p> <p>Sourcing - home & imported food differences</p> <p>Processing - preserving food</p>
	<p>Skills:</p> <ul style="list-style-type: none"> Compare food labels Sept - October Understand food labels Discuss what food labels tell us. 	<p>Skills:</p> <ul style="list-style-type: none"> Investigate the eat well plate, food groups & concept it delivers. Classify the importance of being well hydrated. 	<p>Skills:</p> <ul style="list-style-type: none"> Explain why food has social and cultural significances beyond the obvious one of nutrition. Investigate food customs and culture from other countries.

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	<ul style="list-style-type: none"> Demonstrate a range of ingredients, equipment, food skills and techniques, and cooking methods are used to achieve successful results. https://www.foodafactoflife.org.uk/11-14-years/cooking-11-14-years/cooking-11-14-years/ (resources) 	<ul style="list-style-type: none"> Explain why food groups are different sizes. Compare the amount of different types of foods needed to stay healthy. Examine how climate change is impacting farms? Find why the effects of climate change are impacting farms the most? Investigate how farms are coping with climate change? 	<ul style="list-style-type: none"> Classify what foods are used in religious ceremonies, and what is their significance. Classify what is food preservation. Examine what suitable types of food we can preserve. Clarify safety when preparing & preserving food.
9	<p>Content:</p> <p>Hygiene and safety food poisoning and food safety awareness; good personal hygiene; safe storage, preparation and cooking of food; use of date marks and food labels and allergen and food intolerance awareness</p>	<p>Content:</p> <p>Healthy eating choices - Eating well, energy and nutrients, diet and health, nutrition labelling, digestion and activity.</p>	<p>Content:</p> <p>Sourcing - environment impact of sourcing different foods.</p> <p>Processing - menu production, costing & budgeting. Design & create a menu using ICT.</p>

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	<p>Skills https://www.foodafactoflife.org.uk/11-14-years/cooking-11-14-years/hygiene-and-safety-11-14-years/ (resources)</p> <ul style="list-style-type: none"> • Explain the dangers of food poisoning. • Classify good personal hygiene • Recommend effective safe food storage during preparation and cooking of food. • Describe the concept of date marks and food labels • Explain the importance of understanding allergies to food and food intolerances, 	<p>Skills https://www.foodafactoflife.org.uk/11-14-years/healthy-eating-11-14-years/ (resources)</p> <ul style="list-style-type: none"> • Explain why when choosing food and drinks, current healthy eating guidelines should be followed. • Describe how food and drinks provide energy and nutrients in different amounts; their functions in the body and people require different amounts during their life. • Investigate if there are health issues related to dietary excess or deficiency. • Explain informed choices: nutrition and allergy information on food labels. • Investigate how digestion involves different parts of the body. • Classify importance of activity; supporting physical, social and mental wellbeing. 	<p>Skills</p> <ul style="list-style-type: none"> • Investigate the knowledge and understanding of different cuisines traditionally associated with a particular county or region in Britain. • Predict costing of a chosen meal to stay within a given budget. • Create & illustrate a menu using a computer.
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KS4			
10	<p>Content: GCSE Catering EDUQAS Students assessment Started 6.9.23 Task A - Sugar is one ingredient used to add to the sensory characteristics of biscuits. Investigate the working characteristics and chemical properties of a range of sugars used when making biscuits. This assessment must be supported by investigational work - refer to guidelines stated in the specification.</p> <ul style="list-style-type: none"> Research different types of sugar What is the perfect biscuit? What are the working characteristics of sugar? Functions of sugar in biscuits? Techniques use to make a perfect biscuit? Investigate and predict the outcome of each biscuit? Trial biscuits scoring taste texture etc.... 	<p>Content: Students are in the process of finalising this assessment.</p>	<p>Content:</p>
11	<p>Content: GCSE Catering EDUQAS Students assessment Started 6.9.23 Task A - Sugar is one ingredient used to add to the sensory characteristics of biscuits. Investigate the working characteristics and chemical properties of a range of sugars used when making biscuits. This assessment must be</p>	<p>Content: Students are in the process of finalising this assessment.</p>	<p>Content:</p>

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	supported by investigational work - refer to guidelines stated in the specification. Year 11 to add as much information to their assessments to get a high grade for their predicted results.		
	GCSE Catering EDUQAS		