



Venture

Venture Curriculum

- Introduction to formal curriculum.
- Short Sharp task focused.
- Careful consideration for when English and Math's timetabled.
- For students with social emotional and mental health difficulties.
- This curriculum offers a bridge between our Explorer and Navigator curriculum's.
- Students can follow a GCSE Pathway, Entry Level Pathway or both dependent on needs.
- Flexibility within the curriculum to meet social and emotional needs.

7V - Venture Curriculum – Long Term Plan/ FOOD / 2 lessons per week

	2020 – 2021 Autumn 1 Unit 1	2020 – 2021 Autumn 2 Unit 2	2020 – 2021 Spring 1 Unit 3	2020 – 2021 Spring 2 Unit 4	2020 – 2021 Summer 1 Unit 5	2020 – 2021 Summer 2 Unit 6
Year 7	<p>Topic: Safety and hygiene in the kitchen;</p> <p>Key Questions: Explain what Hygiene is</p> <p>Give more than three hygiene rules in the kitchen.</p> <p>Can you explain how to stay safe in the kitchen?</p> <p>Name more than three safety rules in the kitchen.</p> <p>Are you able to demonstrate how to wash hands in preparation for practical and wash up after practical activity?</p> <p>Are you able to</p>	<p>Topic: Safety and hygiene in the kitchen;</p> <p>Key Questions: Explain how to reduce the risk of food poisoning caused by poor personal hygiene.</p> <p>How can you improve your personal hygiene within the kitchen?</p> <p>Explain how good personal hygiene prevents the spread of bacteria.</p> <p>Can you identify more than three dangers in the kitchen?</p> <p>Can you spread the butter on toast? Can you use a grater?</p>	<p>Topic: <u>Using basic kitchen equipment</u></p> <p>Key Questions: Can you name basic kitchen equipment independently.</p> <p>Do you know what equipment you have to use for different tasks?</p> <p>Can you name at least three different methods of cooking?</p> <p>Are you able to investigate different equipment for different cooking methods?</p> <p>Can you use a dull knife for spreading butter onto bread independently?</p>	<p>Topic: <u>Using basic kitchen equipment</u></p> <p>Key Questions: Can you prepare two simple dishes safely and hygienically without using a heat source?</p> <p>Are you able to choose the right equipment and ingredients for at least three simple meals?</p> <p>Key skills and knowledge:</p> <p><u>To be able to name basic kitchen equipment.</u> <u>To be able to use basic kitchen equipment with support.</u></p>	<p>Topic: <u>Cooker, Oven safety</u></p> <p>Key Questions: Can you identify main parts of the cooker and explain what they are used for?</p> <p>Can you identify main parts of the oven and explain what they are used for?</p> <p>Can you name different types of foods that you can cook in each section of the cooker?</p> <ul style="list-style-type: none"> • Hob • Grill • Oven <p>Can you follow main safety rules when using a</p>	<p>Topic: <u>Cooker, Oven safety</u></p> <p>Key Questions: Can you use the hob independently?</p> <p>Do you need support when using a hob/oven?</p> <p>What support do you need when using a hob?</p> <p>Key skills and knowledge:</p> <p><u>To be able to name basic parts of cooker.</u> <u>To be able to use cooker with a minimum support or independently.</u></p> <p>Assessment outcome:</p>

<p>wash the dishes independently? SCRAPE – as much of the food off the plates and dishes as you can. SORT – Put all of the dirty dishes and pans neatly stacked by the sink. Not in the sink. STACK – Stack in order. Glasses, cutlery, china and lastly saucepans</p> <p>Can you spread the butter on toast? Can you use a grater?</p> <p>Key skills and knowledge:</p> <p><u>To know Health & hygiene rules</u> <u>To know how to behave safe in the kitchen</u></p> <p>Assessment outcome: Defining the word: safety and hygiene;</p> <p>Learning to read, write and use safety signs and safety rules when working in the food room.</p> <p>Wash the dishes, equipment independently.</p> <p>Clear plates after meals, tidy the kitchen independently.</p>	<p>Key skills and knowledge:</p> <p><u>To know how to wash hands properly</u> <u>To know how to spread with a dull knife.</u> <u>To know how to grate the cheese</u></p> <p>Assessment outcomes: Defining the word: safety and hygiene;</p> <p>Learning to read, write and use safety signs when working in the food room.</p> <p>Wash the dishes, equipment independently.</p> <p>Clear plates after meals, tidy the kitchen. Students know what is needed to be able to do washing up.</p> <p>with some support Students practice washing up the dishes regularly. They will progress to washing up without support.</p>	<p>Can you prepare simple dishes safely and hygienically?</p> <p>Key skills and knowledge: Be able to prepare simple dishes safely and hygienically without using a heat source.</p> <p><u>Can give simple reasons as to what health & hygiene rules to follow.</u></p> <p>Assessment outcomes: Defining the words: kitchen equipment Writing down different methods of cooking;</p>	<p>Assessment outcomes: To be able to explain to the rest of the class what different pieces of equipment are used for.</p>	<p>cooker?</p> <p>Key skills and knowledge: <u>To be able to name basic parts of a cooker.</u></p> <p>Assessment outcomes: Defining parts of the cooker. Writing down names of different parts of the cooker such as: hob, grill, oven;</p>	<p>Defining parts of the cooker. Writing down names of different parts of the cooker such as: hob, grill, oven;</p>	
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Links to
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Benchm
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