

7N Class - Navigator Curriculum *Food/Lessons per week*

Year	2022 – 2023 Autumn 1 Unit 1	2022 – 2023 Autumn 2 Unit 2	2022 – 2023 Spring 1 Unit 3	2022 – 2023 Spring 2 Unit 4	2022 – 2023 Summer 1 Unit 5	2022 – 2023 Summer 2 Unit 6
Year 7	<p>Topic: <u>Safety and hygiene in the kitchen;</u></p> <p>Suggested Key Questions:</p> <p>Can you explain what hygiene is?</p> <p>Can you 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>Key skills and knowledge:</p> <p>To know Health & hygiene rules</p>	<p>Topic: <u>Safety and hygiene in the kitchen;</u></p> <p>Suggested Key Questions:</p> <p>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?</p> <p>Can you use a grater?</p> <p>Key skills and knowledge:</p> <p>To know how to wash hands properly</p>	<p>Topic: <u>Using basic kitchen equipment</u></p> <p>Suggested Key Questions:</p> <p>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>Can you prepare simple dishes safely and hygienically?</p> <p>Key skills and knowledge:</p>	<p>Topic: <u>Using basic kitchen equipment</u></p> <p>Suggested Key Questions:</p> <p>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>To be able to name basic kitchen equipment.</p> <p>To be able to use basic kitchen equipment with support.</p> <p>To be able to explain to the rest of the class what different pieces of equipment we use for.</p>	<p>Topic: <u>Cooker, Oven safety</u></p> <p>Suggested Key Questions:</p> <p>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 cooker?</p> <p>Key skills and knowledge:</p>	<p>Topic: <u>Cooker, Oven safety</u></p> <p>Suggested Key Questions:</p> <p>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>To be able to name basic parts of cooker.</p> <p>To be able to use cooker with a minimum support or independently.</p> <p>Defining parts of the cooker.</p> <p>Writing down names of different parts of the cooker such as: hob, grill, oven;</p>

	<p>To know how to behave safe in the kitchen</p> <p>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>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>To know how to spread with a dull knife. To know how to grate the cheese</p> <p>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. with some support Students practice washing up the dishes regularly. They will progress to washing up without support.</p>	<p>Be able to prepare simple dishes safely and hygienically without using a heat source.</p> <p>Can give simple reasons as to what health & hygiene rules to follow.</p> <p>Defining the words: kitchen equipment Writing down different methods of cooking;</p>		<p>To be able to name basic parts of a cooker.</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>Links to Gatsby Benchmarks:</p>	<p>Benchmark 2 Labour market to information. What are the current trends in the jobs market that involve cooking skills that students are learning.</p>	<p>Benchmark 2 Labour market to information. What are the current trends in the jobs market that involve cooking skills that students are learning.</p>	<p>Benchmark 2 Labour market to information. What are the current trends in the jobs market that involve cooking skills that students are learning.</p> <p>Benchmark 4.</p>	<p>Benchmark 2 Labour market to information. What are the current trends in the jobs market that involve cooking skills that students are learning.</p>	<p>Benchmark 2 Labour market to information. What are the current trends in the jobs market that involve cooking skills that students are learning.</p>	<p>Benchmark 2 Labour market to information. What are the current trends in the jobs market that involve cooking skills that students are learning.</p>

	<p><u>Benchmark 4.</u></p> <p>STEM opportunities-linking career opportunities and what aspects of mathematics (e.g. measuring) they are learning.</p> <p>Careers in catering Students will investigate jobs and skills required for these jobs</p>	<p><u>Benchmark 4.</u></p> <p>STEM opportunities-linking career opportunities and what aspects of mathematics (e.g. measuring) they are learning.</p> <p>Careers in catering Students will investigate jobs and skills required for these jobs</p>	<p>STEM opportunities-linking career opportunities and what aspects of mathematics (measuring) they are learning.</p> <p>Careers in catering Students will investigate jobs and skills required for these jobs</p>	<p><u>Benchmark 4.</u></p> <p>STEM opportunities-linking career opportunities and what aspects of mathematics (e.g. measuring) they are learning.</p> <p>Careers in catering Students will investigate jobs and skills required for these jobs</p>	<p><u>Benchmark 4.</u></p> <p>STEM opportunities-linking career opportunities and what aspects of mathematics (e.g. measuring) they are learning.</p> <p>Careers in catering Students will investigate jobs and skills required for these jobs</p>	<p><u>Benchmark 4.</u></p> <p>STEM opportunities-linking career opportunities and what aspects of mathematics (e.g. measuring) they are learning.</p> <p>Careers in catering Students will investigate jobs and skills required for these jobs</p>
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